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Guide to Education

ECS to Grade 12

Alberta

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Government of Alberta

Guide to Education

ECS TO GRADE 12

2010–2011

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the school authority.

This *Guide to Education: ECS to Grade 12* is authorized in accordance with section 39 of the *School Act*, Revised Statutes of Alberta 2000, Chapter S–3, as amended, for use in Alberta schools.

[Original Signed]

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Deputy Minister of Education

Note: Newly approved courses and course codes will be shown with a colour-shaded background in the online version.

Available in electronic format on the Alberta Education website.

Print copies of the *Guide* are available for purchase from the Learning Resources Centre, telephone 780–427–2767.

For suggested changes or questions regarding content, contact the Director, Policy Research and Development, Alberta Education, 780–427–8501. To be connected toll-free in Alberta, dial 310–0000. E-mail: edguide.contact@education.gov.ab.ca.

All references to the *School Act* are to the Revised Statutes of Alberta 2000, Chapter S–3, as amended.

The primary intended audience for the *Guide* is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

FOREWORD

Introduction

The education of our students is fundamental to shaping a preferred provincial, national and global future. It is also essential in maintaining Alberta's standard of living and ensuring our global competitiveness. Our education system must simultaneously prepare the citizens of tomorrow while equipping our students with the knowledge and skills they need to be successful in a rapidly changing economy and society.

Alberta Education's three-year business plan provides direction for the future of education in Alberta. It is a plan that enables Alberta students to be well prepared for lifelong learning and the world of work. The initiatives in Alberta Education's three-year business plan describe directions that will help all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, setting standards for education, communicating these expectations to our stakeholders and supporting improvements to meet student needs.

The directions and initiatives outlined in the three-year business plan are reflected in the *Guide to Education: ECS to Grade 12 (Guide)*. Schools have the responsibility to provide instructional programs that ensure students will meet the provincial high school completion requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship and have the skills and attitudes to pursue learning throughout their lives.

The *Guide* is released by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It is consistent with the objectives and underlying principles of the *School Act* and contains key requirements and other information for the implementation of education programming and the operation of schools.

Purposes of the *Guide*

The *Guide* serves the following purposes:

- to support Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level

- to provide information about ECS to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools

- to communicate information useful in organizing and operating Alberta schools to meet the needs of children/students

- to serve as the key repository for the Ministry's policies.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in the lives of their communities. The Vision, Mission and Basic Education section of the *Guide* defines basic education and outlines the learning outcomes for students and schools. This focus on students is integral to all school programming and reflects the emphasis of the *School Act*.

Definitions

References to "boards" and "schools" in this document are in accordance with the definitions used in the *School Act*. In the *Guide*, the term "school jurisdiction" refers to an Alberta public or separate school district, school division, regional division, Francophone Regional authority, charter school, the Lloydminster Public School Division or the Lloydminster Roman Catholic Separate School Division. The term "school authority" includes school jurisdictions, accredited-funded private schools and private early childhood services (ECS) operators.

Interdisciplinary Studies

The programs referred to in the *Guide* are outlined in subject-area categories. Organization for instruction may be based on these subject-area categories or on a locally developed integrated programming model.

Document Availability

The *Guide* is available on the Alberta Education website.

All documents referenced in the *Guide*, including print copies of the *Guide* itself, are available for purchase from the Learning Resources Centre, unless otherwise stated.

Current versions of the complete statutes, regulations and ministerial orders can be accessed through the links in the *Guide* or via the Queen's Printer website.

The French version of the *Guide to Education: ECS to Grade 12* entitled *Guide de l'éducation, Manuel de la maternelle à la 12e année* can be accessed on the Alberta Education website.

To submit the required data referenced in the *Guide*, access the *Student Information System (SIS) User Guide* and the *High School Course/Mark User Guide* on the Alberta Education website.

Identification of Content Changes

Users are encouraged to familiarize themselves with this document in its entirety. A *Summary of Key Changes* is posted on the Alberta Education website.

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PROGRAM FOUNDATIONS:
Vision, Mission and Basic Education

Alberta Education Vision

Education inspires and enables students to achieve success and fulfillment as citizens in a changing world.

Alberta Education Mission

Every student has access to educational opportunities needed to develop competencies required to contribute to an enriched society and a sustainable economy.

Goals and Standards Applicable to the Provision of Basic Education in Alberta

Ministerial Order (#004/98)
School Act, Section 39(1)

This ministerial order outlines outcomes and standards for student learning and addresses education delivery.

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness that will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

(a) read for information, understanding and enjoyment

(b) write and speak clearly, accurately and appropriately for the context

(c) use mathematics to solve problems in business, science and daily-life situations

(d) understand the physical world, ecology and the diversity of life

(e) understand the scientific method, the nature of science and technology, and their application to daily life

(f) know the history and geography of Canada and have a general understanding of world history and geography

(g) understand Canada's political, social and economic systems within a global context

(h) respect the cultural diversity and common values of Canada

(i) demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals

(j) recognize the importance of personal well-being and appreciate how family and others contribute to that well-being

(k) know the basic requirements of an active, healthful lifestyle

(l) understand and appreciate literature, the arts and the creative process

(m) research an issue thoroughly and evaluate the credibility and reliability of information sources

(n) demonstrate critical and creative thinking skills in problem solving and decision making

(o) demonstrate competence in using information technologies

(p) know how to work independently and as part of a team
(q) manage time and other resources needed to complete a task
(r) demonstrate initiative, leadership, flexibility and persistence
(s) evaluate their own endeavours and continually strive to improve
(t) have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the student learning outcomes referred to in section 2(3) of this order, the Alberta programs of study, provincial achievement tests, diploma examinations and high school graduation requirements.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distributed learning strategies and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

Programming Principles
School Act, Section 39(1)

The development of programs to meet the educational needs of students involves multiple levels of planning and decision making. At the provincial level, in accordance with section 39(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the outcomes for all subject-area courses and programs. Alberta Education seeks broad input from educators, business, industry and the community in planning programs of study. Programs of study are established at the provincial level and apply to all students.

At the local level, planning involves decisions about how programs of study can best be implemented with particular groups of students and with individual students. This type of planning is referred to as programming.

Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by school authorities, by schools, by teachers and by students. Programming involves a variety of processes for ensuring effective program implementation. These processes include:
- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- selecting learning resources
- assessing student progress
- evaluating student progress

- providing time for learning based on student progress.

Programming decisions are best made at the local level to ensure that the scope of the programs offered and the delivery of those programs are responsive to the learning needs of all students. Decision making at the local level also provides the opportunity for effective use of local resources and for local guidelines to be recognized. This is done in many different ways; e.g., by introducing enrichment activities, optional courses, alternative programs, work experience, mentoring and adjustments in instructional time.

General Principles for Effective Programming

The following principles provide a general guide for programming.

Outcomes are clearly defined.

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.

The selection and setting of outcomes for student learning must be based on the programs of study. Both general and specific outcomes should be set and these should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining student progress are identified, and exemplars are provided and communicated to all involved.

Planning is based on assessments of student progress.

Ongoing assessment of student progress informs the student, parents and teacher of what has been achieved and of what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

Learning experiences are connected.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others.

- *Communication between School and Home*
  Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement in their children's education. The linkage between school and home enables teachers and parents to exchange information, jointly support student learning and ensure the continuity of learning experiences.

- *Connections across Subject Areas*
  There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas. By making these connections, student learning in each subject area is enhanced and the ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in a fragmented way.

- *Partnerships between School and Community*
  What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.

- *Consistency between Curriculum and Assessment*
  Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.

- *Coordination between Schools*
  When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided with full information on student attainment and learning characteristics. Information on student progress should be referenced directly to programs of study.

Programming responds to the learning progress of students.

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize student learning, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves:
- using time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs and according to the characteristics of the learning activity
- using a broad range of learning resources, with the selection of particular resources according to learner needs and learning traits
- using a broad range of instructional strategies to provide a variety of ways for viewing subject matter as well as an opportunity for individual students to learn in their preferred modes
- using a wide variety of examples and applications of the subject matter to provide students with an opportunity to explore and discover areas of relevance and interest
- using a wide variety of assessment strategies to monitor student progress in all areas of the curriculum
- decision making about future programming based upon assessment of students.

Programming responds to the developmental stages of students.

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

Indicators of Effective Programming

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to the students' learning needs.

Indicators of Effective Programming

Characteristics	Indicators
The learning needs and progress of each student are known.	- Parents are aware of the learning needs and educational progress of their children. - Teachers are aware of the characteristics and learning needs of individual students. - Teachers are aware of student progress in previous years. - Teachers are aware of student progress in other program areas. - Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next.
Instruction is based on the student's current level of achievement.	- Students are able to complete successfully the learning activities they are assigned. - Students show continuous growth in their learning.
Connections are made between what the student already knows and what the student learns next.	- Students can describe the relationship between what they are currently studying and what they have previously studied. - Students are able to apply learning in situations that require a combination of knowledge, skills and attitudes from different parts of their programs.
School learning experiences provide challenge.	- Students show interest in their studies. - Parents comment on student interest and achievement. - Students experience a wide range of approaches to learning. - At any given time, different students can be observed working on different tasks. - Students use a variety of sources to complete their work. - Students take initiative in and show responsibility for their learning.

LEGISLATIVE AND OTHER REQUIREMENTS FOR EDUCATION IN ALBERTA: *Overview*

This section contains an overview of the legislative and other requirements for education in Alberta with a focus on areas that relate to the implementation of education programs in schools and the operation of schools.

The overview of legislative and other requirements includes statutes, regulations, policies and standards.

- The *School Act* sets out the legal parameters that govern the education of students in Alberta.

- The *Child, Youth and Family Enhancement Act* imposes a duty to report on a person who believes a child is in need of intervention.

- The *Government Organization Act* creates the Department of Education under the authority of the Minister of Education.

- The *Teaching Profession Act* creates the Alberta Teachers' Association as the teachers' professional organization in Alberta and sets out provisions governing membership and the discipline of members.

- The *Freedom of Information and Protection of Privacy Act* (FOIP) sets out the requirements that school jurisdictions must follow to provide a right of access to records and to protect the privacy of individuals by controlling the manner in which personal information is collected, used and disclosed. For more information, visit the FOIP website.

- The *Personal Information Protection Act* (PIPA) governs the collection, use and disclosure of personal information by private schools and private ECS operators and the right of an individual to have access to his or her own personal information. For more information, visit the PIPA website.

- The *Remembrance Day Act* outlines the requirements for the observance of Remembrance Day in schools.

- The *Alberta Human Rights Act* requires boards to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or activities, include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. If a parent makes a written request, teachers shall exempt the student from such instruction, course of study, educational program or use of instructional material.

- Alberta Regulations (AR) and Ministerial Orders (MO) are additional legal requirements.

- Adherence to policies is mandatory for the ECS to Grade 12 education system. However, those responsible for implementing policies have some flexibility in choosing the methods of implementation.

- Standards specify compulsory acceptable levels of educational program delivery.

A number of other Alberta Education documents contain requirements for the implementation of education programs and operation of schools. See the Requirements in Other Alberta Education Documents section for a list of those documents.

Readers are advised to access current versions of the complete statutes, regulations and standards on the Alberta Education website.

School Act

School Act

Chapter S–3
RSA 2000

This section contains extracts from the *School Act* that highlight the roles and responsibilities of parents, students, teachers, principals and school councils.

Extracts from the *School Act* regarding student attendance, suspension and expulsion have been included so that they may be related to the role of the parent, student, teacher and principal. Reference is also made to the section of the *School Act* that highlights the importance of safe and caring schools.

The *School Act* is available for purchase from the Queen's Printer Bookstore, Edmonton.

The Parent
School Act, Preamble and Sections 1(1)(q), 1(2)

The preamble of the *School Act* states that parents have a right and responsibility to make decisions respecting the education of their children. The definition of parent is set out in section 1 of the *School Act* and includes:

- the guardian as set out in section 20 of the *Family Law Act*,
- the guardian appointed under Part 1, Division 5 of the *Child, Youth and Family Enhancement Act* or section 23 of the *Family Law Act* if the guardian notifies the board in writing of the guardian's appointment,
- the individual who has care and control of the student as a result of the change if the student's guardian resided in Alberta and has changed the guardian's residence so that it is outside Alberta or unknown,

- the guardian of a student appointed under a temporary or permanent guardianship order or a permanent guardianship agreement under the *Child, Youth and Family Enhancement Act* if the guardian notifies the board in writing of the guardian's appointment, and
- the Minister of Justice and Attorney General if the student is in custody under the *Corrections Act*, the *Corrections and Conditional Release Act* (Canada) or the *Youth Criminal Justice Act*.

The Student
School Act, Sections 1(1)(gg), 12

Section 1(1)(gg) of the *School Act* defines a "student" as an individual who is:

(i)   enrolled in a school, or

(ii) required under section 13 to attend school.

Section 12 of the *School Act* states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

(a)   be diligent in pursuing the student's studies;

(b)   attend school regularly and punctually;

(c)   co-operate fully with everyone authorized by the board to provide education programs and other services;

(d)   comply with the rules of the school;

(e)   account to the student's teachers for the student's conduct;

(f)   respect the rights of others.

Independent Student

School Act, Section 1(1)(m)

Section 1(1)(m) of the *School Act* defines an "independent student" as a student who is:

(i)   18 years of age or older, or

(ii) 16 years of age or older and

    (A)   who is living independently, or

    (B)   who is a party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act*.

Resident Student

School Act, Sections 1(1)(x), 4(4), 6(3), 44, 45 and 273

Section 1(1)(x) of the *School Act* defines a "resident student" as an individual who is entitled to have access to an education program under section 8 and who is a resident student as determined under section 44.

Section 44 of the *School Act* contains the general provisions that can be used to determine whether a student is a "resident student." Section 273 of the *School Act* is used to determine a person's residence. Section 45 of the *School Act* sets out the responsibilities of boards in relation to a "resident student."

Although Francophone Education Regions and their Regional Authorities do not have "resident students," section 4(4) and section 6(3) of the *School Act* state:
4(4) If a provision of this Act applies to a Region, a reference to a resident student in the provision as it applies to the Region is deemed to be a reference to a student enrolled in a school operated by the Regional authority, if any.

6(3) If a student is the child of a Francophone and is enrolled in a school operated by a Regional authority, the student continues to be a resident student of a board of a district, of a division or, if section 44(7) applies to the student, of the Government, but section 45 does not apply to that board or the Minister, as the case may be, with respect to that student while the student is enrolled in a school operated by a Regional authority.

Student Attendance

School Act, Sections 12(b), 13, 14, 60(3)(b)

Section 13 of the *School Act* states that an individual who:

(a)   is eligible to be enrolled in a school,

(b)   at September 1 in a year is 6 years of age or older, and

(c)   is younger than 16 years of age,

shall attend school.

School jurisdictions may make rules regarding school attendance under section 60(3)(b). Expectations for student conduct regarding school attendance are set out under section 12(b). Students may be excused from attending school for reasons described under section 13. Enforcing school attendance is described under section 14.

Attendance Board

School Act, Sections 13, 14, 15, 126–130

The Attendance Board provides a means to address and seek solutions to issues or problems regarding attendance at school. School authorities may make referrals to the Attendance Board, under section 15, when a student who is required to attend school under section 13 does not attend school. Under section 126, before referring a matter to the Attendance Board, the student must be advised of the student's duty to attend school under section 13 and all reasonable efforts must be made to enforce the student's attendance at school.

Upon hearing a matter, the Attendance Board may issue an order under section 128 directing the student and/or the parent to do a number of things, including:

- directing the student to attend school
- directing the parent to send the student to school
- directing the student to take a program or course
- reporting the matter to a director under the *Child, Youth and Family Enhancement Act*
- imposing a monetary penalty on the parent for each day the student does not attend school and/or
- giving any other direction that the Attendance Board considers appropriate based on the circumstances.

An order of the Attendance Board, when filed with the Court of Queen's Bench, has the same force and effect as if the order were an order of that Court. Failure to comply with a filed order of the Attendance Board may lead to civil contempt proceedings before the Court of Queen's Bench.

Suspension
School Act, Sections 1(1)(hh), 24

The *School Act* outlines the requirements related to the suspension of students.

Suspension is defined in the *School Act* by section 1(1)(hh):

"suspend" means to remove a student

(i)   from school,

(ii) from one or more class periods, courses or education programs, or

(iii) from riding in a school bus

for a period of 10 school days or less in accordance with section 24.

24(1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal

(a)   the student has failed to comply with section 12, or

(b)   the student's conduct is injurious to the physical or mental well-being of others in the school.

(2) A teacher may suspend a student from one class period.

(3) A principal may suspend a student

(a)   from school,

(b)   from one or more class periods, courses or education programs, or

(c)   from riding in a school bus.

(4) A principal may reinstate a student suspended under subsection (2) or (3).

(5) When a student is suspended under subsection (3), the principal shall

(a)   forthwith inform the student's parent of the suspension,

(b)   report in writing to the student's parent all the circumstances respecting the suspension, and

(c)   if requested, provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.

(6) If the student is not to be reinstated within 5 school days after the date of the suspension, the principal shall

(a)   forthwith inform the board of the suspension, and

(b)   report in writing to the board all the circumstances respecting the suspension and the principal's recommendations,

and the student remains suspended until the board has made a decision under subsection (8).

(7) The principal may recommend that the board expel the student if

(a)   the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 12, or

(b)   the student's conduct is injurious to the physical or mental well-being of others in the school.

(8) The board shall within 10 school days after the date of the suspension

(a)   reinstate the student, or

(b)   expel the student from school in accordance with section 25.

(9) Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

Expulsion
School Act, Sections 1(1)(j), 25

The *School Act* outlines requirements related to the expulsion of students. Expulsion is defined in the *School Act* by section 1(1)(j):

> "expel" means to remove a student
>
> (i) from school
>
> (ii) from one or more courses or education programs, or
>
> (iii) from riding in a school bus

for a period of more than 10 school days in accordance with section 25.

Section 25 of the *School Act* outlines the expulsion process:

25(1) On considering the report provided to it under section 24(6)(b) and any representations made to it under section 24(9), the board may expel the student if

(a) the principal has recommended that the board expel the student, and

(b) the student has been offered another education program by the board.

(2) An expulsion must be for a period of more than 10 school days.

(3) When a student is expelled under this section, the board shall forthwith notify, in writing, the student's parent, and the student if the student is 16 years of age or older,

(a) of the expulsion, and

(b) of the right to request a review under section 124.

(4) The board may re-enrol a student who has been expelled.

For further clarification or interpretation of the student suspension and expulsion process, contact a Disputes Management Education Manager in School Accreditation and Disputes Resolution.

Review by the Minister
School Act, Section 124(1)

Section 124(1) of the *School Act* states that if a board makes a decision on an appeal to it or otherwise with respect to certain specific matters, the parent of a student affected by the decision or the student, if the student is 16 years of age or older, may request in writing that the Minister review the decision of the board.

Section 124 of the *School Act* states the specific matters that the Minister may review. They include:
- the placement of a student in a special education program
- a matter related to an individual's entitlement under section 23 of the *Canadian Charter of Rights and Freedoms* regarding minority language education rights
- a home education program
- the expulsion of a student
- the amount and payment of fees and costs
- access to, or accuracy or completeness of a student record.

The Minister may also review matters related to:
- a decision made by a Special Needs Tribunal
- an individual's eligibility to be enrolled in a charter school.

The Teacher
School Act, Sections 1(1)(ii), 18(1)
Certification of Teachers AR 3/99 (School Act, s. 94)
Practice Review of Teachers AR 4/99 (School Act, s. 94)

Section 1(1)(ii) of the *School Act* defines a teacher as an individual who holds a certificate of qualification as a teacher issued under this Act.

Section 18(1) of the *School Act* states that a teacher, while providing instruction or supervision, must:

(a) provide instruction competently to students;

(b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;

(c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;

(d) encourage and foster learning in students;

(e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;

(f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;

(g) subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

The Principal

School Act, Sections 1(1)(r), 20

Section 1(1)(r) of the *School Act* defines a principal as a teacher designated as a principal or acting principal under this Act.

Section 20 of the *School Act* states that a principal of a school must:

(a) provide instructional leadership in the school;

(b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;

(c) evaluate or provide for the evaluation of programs offered in the school;

(d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister;

(e) direct the management of the school;

(f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;

(g) promote co-operation between the school and the community that it serves;

(h) supervise the evaluation and advancement of students;

(i) evaluate the teachers employed in the school;

(j) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

The School Council

School Act, Section 22
School Councils Regulation
AR 113/2007

Section 22 of the *School Act* states that:

(1) A school council shall be established in accordance with the regulations for each school operated by a board.

(2) The majority of the members of a school council shall be parents of students enrolled in the school.

(3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.

(4) A school council may, at its discretion,

(a) advise the principal and the board respecting any matter relating to the school,

(b) perform any duty or function delegated to it by the board in accordance with the delegation,

(c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,

(d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and

(e) do anything it is authorized under the regulations to do.

(5)   Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.

(6)   A school council may make bylaws governing its meetings and the conduct of its affairs.

(7)   Subject to the regulations, a board may develop and implement policies respecting school councils.

(8)   A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.

(9)   The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.

(10) The Minister may make regulations

   (a) respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council;

   (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;

   (c) respecting any other matter the Minister considers necessary respecting school councils;

   (d) exempting a school or class of schools from the application of this section.

The *Alberta School Council Resource Manual* provides information on the operation of school councils and is available on the Alberta Education website.

Safe and Caring Schools
School Act, Section 45(8)

Section 45(8) of the *School Act* highlights the importance of providing a safe and caring environment for students. It states that:

A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Other Legislation

Remembrance Day Act

Chapter R–16
RSA 2000

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

School remembrance ceremony

1 (1) A board, as defined in the *School Act*, shall on Remembrance Day, with respect to each of its schools,

    (a) arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or

    (b) ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.

  (2) If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.

  (3) If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.

Teaching Profession Act

Sections 16 to 60 of the *Teaching Profession Act* outline the process for addressing complaints regarding alleged unprofessional conduct of teachers who are active members of the Alberta Teachers' Association (ATA).

Practice Review Bylaws

Effective September 1, 2009, the *Practice Review Bylaw* came into effect giving the ATA the responsibility to address complaints regarding alleged incompetent teaching practices of teachers who are active members of the ATA.

The *Practice Review of Teachers Regulation* provides a process for addressing complaints regarding alleged unprofessional conduct and/or the alleged incompetent teaching practices of teachers who are not active members of the ATA (teachers in private, charter and band-operated schools).

Child, Youth and Family Enhancement Act

The *Child, Youth and Family Enhancement Act* imposes the duty to report on a person who believes a child is in need of intervention.

Reporting child in need

4 (1) Any person who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to a director.

    (1.1) A referral received pursuant to section 35 of the *Youth Criminal Justice Act* (Canada) is deemed to be a report made under subsection (1)

  (2) Subsection (1) applies notwithstanding that the information on which the belief is founded is confidential and its disclosure is prohibited under any other Act.

(3) This section does not apply to information that is privileged as a result of a solicitor-client relationship.

(4) No action lies against a person reporting pursuant to this section, including a person who reports information referred to in subsection (3), unless the reporting is done maliciously or without reasonable and probable grounds for the belief.

(5) Notwithstanding and in addition to any other penalty provided by this Act, if a director has reasonable and probable grounds to believe that a person has not complied with subsection (1) and that person is registered under an Act regulating a profession or occupation prescribed in the regulations, the director shall advise the appropriate governing body of that profession or occupation of the failure to comply.

(6) Any person who fails to comply with subsection (1) is guilty of an offence and liable to a fine of not more than $2000 and in default of payment to imprisonment for a term of not more than 6 months.

teacher or other person shall in accordance with the request of the parent or guardian and without academic penalty permit the student

(a) to leave the classroom or place where the instruction, course of study or educational program is taking place or the instructional materials are being used for the duration of the part of the instruction, course of study or educational program, or the use of the instructional materials, that includes the subject matter referred to in subsection (1), or

(b) to remain in the classroom or place without taking part in the instruction, course of study or education program or using the instructional materials.

(3) This section does not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation in a course of study, educational program, instruction or exercises or in the use of instructional materials.

Alberta Human Rights Act

Notice to parent or guardian

11.1(1) A board as defined in the *School Act* shall provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.

(2) Where a teacher or other person providing instruction, teaching a course of study or educational program or using the instructional materials referred to in subsection (1) receives a written request signed by a parent or guardian of a student that the student be excluded from the instruction, course of study, educational program or use of instructional materials, the

Regulations

Regulations are legal requirements. The following subsections provide a synopsis of selected regulations that are relevant to the operation of schools. The regulation number and the relevant sections of the *School Act* are also noted.

All regulations are available on the Queen's Printer website.

School Councils Regulation
AR 113/2007
School Act, Section 22

The *School Councils Regulation* governs the establishment and suspension of school councils.

Section 13 of the *School Councils Regulation* identifies responsibilities of school boards in relation to school councils. This includes providing the opportunity for school councils to be involved in the development of the school's mission, vision and philosophy; policies; annual education plan; and annual results report and budget.

Additional information about the *School Councils Regulation* is available in the *Alberta School Council Resource Manual*. Also see Guides for Education Planning and Results Reporting.

Private Schools Regulation
AR 190/2000 as amended
School Act, Section 28

This regulation addresses the application for registration and accreditation of private schools, the required programs for registered private schools, accredited private schools and accredited-funded

private schools, the additional records to be kept by private schools, rules for discipline, suspension and expulsion, required notices, school policies, three-year education plans, annual reports, required insurance and financial reporting.

The regulation also requires private schools, among other obligations, to complete a *Notice of Intent to Operate* form, to keep student records and to ensure student records follow the student when the student changes schools.

Home Education Regulation
AR 145/2006
School Act, Section 29

This regulation sets out the requirements for the operation of a home education program, including the requirement that the home education program be under the supervision of an associate board or an associate private school as defined in the regulation. For more information, see the Home Education section and the *Home Education Handbook*.

Early Childhood Services Regulation
AR 31/2002 as amended
School Act, Section 30

This regulation sets out the requirements for the operation of early childhood services programs including safety standards, programs, policies, record keeping, financial reporting and insurance. For more information, see the Early Childhood Services section.

Charter Schools Regulation

AR 212/2002
School Act, Sections 31–38

This regulation addresses the definition of and the maximum number of charter schools in the province. It also outlines the application for and approval or rejection of charter school status, contents of a proposed charter, charter renewal, charter amendment and charter repeal. For more information, see the Charter Schools section.

Student Record Regulation

AR 225/2006
School Act, Section 23

This regulation provides guidance with respect to the information that must be managed and maintained on the student record. It addresses retention periods, procedures for the transfer of student records when students change to schools within or outside of Alberta, the disposal and destruction of records and regulation compliance. It also addresses the right of access to a record and the various instances where a board may disclose information from the student record to third parties while ensuring that the disclosure of information is in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP Act). Private schools, which may also be subject to certain provisions, are referred to the *Personal Information Protection Act* (PIPA) for direction in addressing the disclosure of information in student records.

Student Evaluation Regulation

AR 177/2003
School Act, Section 39(3)(c)

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for directives to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers security of evaluation materials; eligibility of students to write provincial tests; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal

process that may include a Special Cases Committee; ministerial determination of fees; and use of evaluation results. For more information, see the Special Cases Committee section.

Policies

Policies

The following policies, listed in alphabetical order, are mandatory; however, those responsible for implementing these policies have some flexibility in choosing the methods of implementation.

Daily Physical Activity Policy

To increase students' physical activity levels, school authorities shall ensure that all students in Grades 1 to 9 are physically active for a minimum of 30 minutes a day through activities that are organized by the school. This policy is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. For more information, see the Daily Physical Activity section.

Educational Placement of Students with Special Needs Policy

Educating students with special needs in regular classrooms in neighbourhood or local schools shall be the first placement option considered by school boards, in consultation with students, parents/ guardians and school staff. For more information on this policy, see Educational Placement of Students with Special Needs on the Alberta Education website.

English as a Second Language Policy

To facilitate the integration of English as a second language students into regular school programming and to equip them with the necessary language skills and understanding of the Canadian way of life, school authorities shall provide appropriate English language instruction that meets the students' needs. Such programming is critical in helping these students participate fully in Alberta's ECS to Grade 12 education system and become productive and contributing members of Canadian society. For more information, see English as a second language on the Alberta Education website.

Human Sexuality Education Policy

To ensure that students achieve learning outcomes prescribed by Alberta Education through the programs of study, school jurisdictions and accredited private schools in providing grades 4 to 9 Health and Life Skills, and Career and Life Management shall ensure that the human sexuality component is offered to all students. Under section 11.1 of the *Alberta Human Rights Act*, parents must be provided with notice where courses of study, educational programs or instructional materials, or instruction or activities include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. Where a parent makes a written request, teachers shall exempt a student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. For more information, see Notice under Section 11.1 of the *Alberta Human Rights Act*.

Services for Students and Children Policy

School authorities will work together with members of the community to meet the needs of students and children who are "at risk" or who have special needs. For more information on this policy, see Services for Students and Children on the Alberta Education website.

Special Education Policy

School authorities are required to provide special education programs based on Individualized Program Plans (IPPs) designed to meet the educational needs of identified exceptional students. For more information on this policy, see Special Education on the Alberta Education website.

Student Evaluation Policy

To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions and accredited-funded private schools shall develop, document, keep current and implement student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for:
- accurate, fair and equitable student evaluation;
- the student's right of appeal and procedures for appeal;
- the role of the student and the teacher in evaluations;
- the use of evaluation information for the improvement of the quality of educational programs; and
- timely communication of evaluation information to students, parents and school councils.

For more information, see the Program Administration and Delivery section.

Teacher Growth, Supervision and Evaluation Policy

School authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that the practice of all teachers is consistent with the requirements of the Teaching Quality Standard. For more information, see Teacher Growth, Supervision and Evaluation on the Alberta Education website.

Use and Reporting of Results on Provincial Assessments Policy

School authorities shall analyze, interpret and report provincial grades 3, 6 and 9 achievement test results and Grade 12 diploma examination results, and use these assessment results to complement locally designed and administered student evaluation procedures that assess the quality and effectiveness of education provided to students and to improve student learning. For more information, see the Guides for Education Planning and Results Reporting, the *Achievement Testing Program Grades 3, 6, and 9 General Information Bulletin* and the *Diploma Examinations Program General Information Bulletin*.

Standards

Standards

The following standards specify compulsory acceptable levels of educational program delivery.

Goals and Standards Applicable to the Provision of Basic Education in Alberta
Ministerial Order (#004/98)

This ministerial order sets expectations for student learning outcomes and standards for student learning and education delivery. See the Program Foundations section.

Standards for the Provision of Early Childhood Special Education

The *Standards for the Provision of Early Childhood Special Education* outlines the requirements for school authorities regarding the delivery of high quality special education programming to children who are eligible for Alberta Education funding. For more information, see the Early Childhood Special Education section.

Standards for Special Education Amended June 2004
Ministerial Order (#015/2004)

This ministerial order outlines the requirements for school boards regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12. The document *Standards for Special Education, Amended June 2004* contains these requirements. For more information, see the Special Education for Students section.

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Ministerial Order (#016/97)

This ministerial order applies to teacher certification, professional development, supervision and evaluation, and is supported by descriptions of selected knowledge, skills and attributes (KSAs) appropriate to teachers at different stages of their careers.

Requirements in Other Alberta Education Documents

Introduction

Those responsible for the implementation of education programs and the operation of schools must refer to the following documents that also contain requirements for schools. See the Alberta Education website for all documents referenced in this section.

Alberta Education Business Plan

The *Alberta Education Business Plan* provides an overall direction for education in Alberta and identifies key goals, strategies, performance measures, results and timelines for improving the provincial education system.

Alberta Programs of Study

The Alberta programs of study are primarily descriptions of the expectations for student learning at the elementary, junior high and senior high school levels. The content of the programs of study is focused on what students are expected to know and be able to do in each course that has been developed for these levels.

Kindergarten Program Statement

What children learn in Kindergarten will have a major impact on successful learning experiences in school, on personal development and on future participation in society. Kindergarten, as part of ECS programming, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the learner expectations outlined in the *Kindergarten Program Statement*. The *Kindergarten Program Statement*, available from the Curriculum Sector – Arts, Communications and Citizenship or the Alberta Education website, also includes guiding principles that provide the basis for all ECS programs.

Funding Manual for School Authorities

The *Funding Manual for School Authorities* defines the terms and criteria under which a school jurisdiction, accredited-funded private school or private ECS operator may obtain funding.

Policy and Requirements for Education Planning and Results Reporting

The *Government Accountability Act*, *School Act* and regulations require that school jurisdictions and accredited-funded private schools prepare three-year education plans and annual education results reports and use this information to improve student programs and results.

Section 13(1) of the *School Councils Regulation* requires school boards to provide the school council with the opportunity to provide advice on the development of the school's mission, vision and philosophy; annual education plan; annual results report; and budget. Section 13(2) requires school boards to provide the school council with the school's provincial testing results and other provincial measures and a reasonable interpretation of those results and measures. These requirements are incorporated into the *Policy and Requirements for School Board Planning and Results Reporting* and *Policy and Requirements for Charter School Planning and Results Reporting*.

The *Policy and Requirements for School Board Planning and Results Reporting* documents provide guidance on the legislative authority and requirements for school jurisdictions and accredited-funded private schools in preparing, updating and reporting on their three-year education plans. The planning and results reporting documents contain the updated *School Authority Accountability Policy*. Guidelines and advice to assist school authorities with planning and reporting are contained in a separate document: *School Authority Planning and Reporting: Reference Guide*.

PROGRAM PLANNING

Programs of Study

School Act, Section 39(1)

Alberta Education develops programs of study in both English and French. The following programs of study are prescribed by the Minister pursuant to section 39(1) of the *School Act*.

- *Program of Studies: Elementary Schools*
- *Program of Studies: Junior High Schools*
- *Program of Studies: Senior High Schools.*

Mandatory requirements for programs and courses are outlined in the programs or courses of study, each of which contains the following components:

- Program Rationale and Philosophy
- Outcomes
  - General Outcomes
  - Specific Outcomes.

See the Alberta Education website for all programs of study.

French First Language (Francophone) Education

School Act, Section 10

Alberta Education recognizes that English and French are the official languages of Canada and that Canadian citizens belonging to the French language minority in Alberta have the right to have their children educated in French language minority schools according to section 23 of the *Canadian Charter of Rights and Freedoms* and section 10 of the *School Act*.

Section 23 right holders may exercise their rights under the *Canadian Charter of Rights and Freedoms*

by enrolling their children in a Francophone school administered by a Francophone Regional authority.

To support the education of children and students eligible for Francophone education, the Francophone school provides appropriate programming that reflects the pillars of Francophone education: language, identity, culture and community integration. Francophone Regional authorities should consult *Affirming Francophone Education: Foundations and Directions, A Framework for French First Language Education* available on the Alberta Education website. See also the Francophone education web page.

Francisation (Francophone)

Francisation offers supports for eligible children and students with insufficient fluency in French to develop the language competencies that will allow them to fully integrate socially, academically, culturally and at the community level as a Francophone. Francophone Regional authorities must provide appropriate learning supports and programming that meet the needs of these children and students so that they may fully participate as learners in the education system of Alberta, from preschool to Grade 12, and as citizens in the Francophone community and in Canadian society.

See the Francisation web page and the *Funding Manual for School Authorities* for more information.

Implementation Schedule for Programs of Study and Related Activities

The *Implementation Schedule for Programs of Study and Related Activities* indicates implementation dates, revised provincial assessments and the availability of learning and teaching materials in English and French. The degree of change for each new program is indicated using a star rating system.

Learning and Teaching Resources

School Act, Section 39(1)

Instructional materials are authorized by the Minister pursuant to section 39(1) of the *School Act*.

Authorized learning and teaching resources available for purchase from the LRC are listed in the *Learning Resources Centre Resources Catalogue*. Also, a database of all authorized learning and teaching resources are available on the Alberta Education website.

First Nations, Métis and Inuit Education

To support the education of First Nations, Métis and Inuit (FNMI) learners, schools are encouraged to use learning resources that increase and strengthen knowledge and understanding among all Albertans of FNMI history, culture and worldviews, treaty and Aboriginal rights, lands and governance. The development of all provincial programs of study and learning resources is guided in part by the Ministry's *First Nations, Métis and Inuit Education Policy Framework*. The framework recognizes the specific needs of FNMI learners and acknowledges the importance of FNMI history. It provides a vision, framework goals, framework principles and strategies to enhance the educational opportunities of FNMI learners. The framework identifies five priority strategies: improving access to post-secondary education; increasing school attendance, retention and high school completion rates; increasing the number of FNMI teachers; developing FNMI education

programs and professional development; and building relationships with FNMI communities.

FNMI perspectives are being infused into all core curricula and resources developed by Alberta Education. As new curricula and resources are developed, FNMI perspectives will be included.

The *Renewed Funding Framework's* differential funding for FNMI learners is provided to assist jurisdictions in meeting their unique educational needs.

School authorities intending to offer an FNMI language program may choose from Alberta Education programs of study such as Cree or Blackfoot language and culture, or may use locally developed Aboriginal language programs such as Tsuu T'ina, Stoney or other FNMI languages. Provincial language and culture programs are developed in consideration of *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*. For more information on LDCs, also see the Locally Developed Courses Review web page.

Alberta Education's First Nations, Métis and Inuit Services researches and compiles information about best practices in FNMI education to assist schools in increasing the achievement of FNMI learners.

The *First Nations, Métis and Inuit Education Policy Framework* and recent progress reports are available on the Alberta Education website; e.g., *FNMI School–Community Learning Environment Project: Promising Practices* and *Promising Practices in First Nations, Métis and Inuit Education: Case Studies*.

The *Aboriginal Studies 10–20–30 Program of Studies*, *Our Words Our Ways* and other resources are available upon request from First Nations, Métis and Inuit Services and on the Alberta Education website.

Adult Programming in the Basic Education System

Boards are required to concentrate their educational programming on students who are six years of age or older and younger than 19 years of age, as of September 1. Any and all adult programs offered by a board are subject to the following conditions.

- No public, post-secondary institutions offer similar programs within the board's jurisdiction.

- No courses, programs or vocational training for adults are offered to students residing outside the province of Alberta.

- All adult programs are offered on a cost-recovery basis using full-cost accounting.

- Any adult programs are delivered through separate organizational units that include the maintenance of separate records and accountability information.

- All records and accountability information are available on demand for inspection by Alberta Education.

- Any adult vocational training is licensed through the *Private Vocational Training Act.*

- No board under the *School Act* may use the term "college" in connection with its educational or other activities.

- No funding provided to support ECS to Grade 12 programs has been diverted to support any courses, programs or vocational training for adults.

The following definitions apply to the requirements for adult programming.

- "Adult" means an individual who on September 1 of the current school year is older than 19 years of age.

- "Adult program" means a set of courses offered to adults that may lead to a post-secondary credential such as, but not limited to, a diploma or certificate.

- "Adult vocational training" means a program of instruction provided to adults in a vocation.

- "Vocation" means a particular occupation, business, profession or calling.

- "Jurisdiction" means the geographical area in the province where education services are delivered by, and resident students are governed by, an operating school board.

- "Separate organizational unit" means an entity for program delivery for which there is a separate program code through which all expenses and revenues for the program are tracked.

- "Full-cost accounting" means a model that provides details on all the costs associated with producing a product or service.

ECS to Grade 9

Early Childhood Services

School Act, Section 30
Early Childhood Services Regulation
AR 31/2002 as amended

Early Childhood Services (ECS) refers to a continuum of programming that is developmentally appropriate and meets the diverse needs of young children and their families. Kindergarten refers specifically to the education program for children in the year prior to Grade 1 and is a part of the ECS continuum.

In ECS programs, young children participate as active learners, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

ECS programs are voluntary programs that may be offered in accordance with section 30 of the *School Act*. An ECS operator must accept and provide programming for all children, including those with special education needs who meet eligibility criteria and for whom programming is requested.

Kindergarten

Kindergarten, as part of ECS programming, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the expectations outlined in the *Kindergarten Program Statement*.

The *Kindergarten Program Statement*, available from the Curriculum Sector – Arts, Communications and Citizenship or the Alberta Education website, describes the learning achievement that helps prepare children for entry into Grade 1 and provides them with a foundation for later success. The statement is the basis for all ECS programs funded by the province.

Access to Minimum Hours of Instruction

ECS operators shall provide access to a minimum of 475 hours of instructional program activities for each child in a centre during a school year.

For individual children with special education needs (mild, moderate, severe or gifted and talented), modification to these hours based on the child's developmental level and educational needs is possible. The ECS operator/school should contact the Early Learning Branch to discuss modification to instructional hours.

Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for children are directed toward achieving the outcomes of approved programs of study and/or Individualized Program Plans through:

- face-to-face interaction with children for the purpose of teaching and assessing children's achievement of outcomes, and/or
- interaction with children who are engaged in classroom learning in a Kindergarten, preschool, playschool, daycare or child-care setting, and/or family-oriented programming sessions.

Instructional Time

Instructional time includes time scheduled for the purposes of instruction and other activities for children where direct child–teacher interaction and supervision are maintained.

A school may use a maximum of 35 hours of instructional time for activities, such as:

- visits to the child's home[0]
- staggered entry
- small group days
- demonstration of child learning in child–parent–teacher conferences (child must be in attendance)

that promote the transition of children from home to school and encourage communication and relationship building.

Instructional time does not include:

- teacher convention days
- professional development days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of children.

Program Option for Remote Areas

A child who is eligible for ECS and who lives in a remote area that has no ECS program within a reasonable transportation distance may be served by an ECS home program. An ECS home program must be comprised of at least 22 visits to the home of one and a half hours or longer per visit. This ECS home program must be planned, delivered and evaluated by a certificated teacher.

For individual children with special education needs (mild, moderate, severe or gifted and talented) who live in a remote area, the ECS operator should contact the Early Learning Branch to discuss program options.

Grade 1 to Grade 9

Access to Minimum Hours of Instruction

School Act, Section 39(1)(c)

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified. The organization of schools at these grade levels is the responsibility of the school authority.

In accordance with section 39(1)(c) of the *School Act* and to allow for a balanced program that leads to the student learning outcomes outlined in the *Goals and Standards Applicable to the Provision of Basic Education in Alberta*, schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.

Note: For individual Grade 1 students, alternative minimum times are permissible to ensure a smooth transition from ECS.

Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or Individualized Program Plans through:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, self-directed instructional resources, independent study, online education and/or distance education, and/or
- supervision of student workplace learning.

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[0]These visits support the transition from home to school, including meeting the parents/guardians and providing orientation about the program or follow-up on the child's progress. The time dedicated to these visits to the child's home, of 30 to 60 minutes in duration, must be cumulative and contribute to the total number of hours of instruction.

Instructional Time Grade 1 to Grade 9

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- breaks between classes
- recesses
- time taken for the registration of students
- extracurricular activities.

Organization of Instructional Time

The following requirements and considerations apply to the organization of instructional time.

- All students must be provided access to a minimum number of hours of instruction. See Access to Minimum Hours of Instruction (ECS) and Access to Minimum Hours of Instruction (Grade 1 to Grade 9) in this section.

- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a board matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students; e.g., block planning, artist in residence programs.

- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.

- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.

Information and Communication Technology

The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students to ensure they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

See the Courses and Programs section for more information relevant to elementary and junior high schools.

Daily Physical Activity (Grade 1 to Grade 9)

The goal of daily physical activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. *Daily Physical Activity: A Handbook for Grades 1–9 Schools* supports the implementation of DPA. For more information, see the Daily Physical Activity Policy.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of a lifelong habit of daily physical activity and for healthy lifestyles.

School authorities are to monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily. Exemptions from DPA may be granted by the principal under the following conditions:

- religious beliefs—upon written statement from the parent to the principal
- medical reasons—certification to principal by a medical practitioner indicating in which activities the student is not able to participate.

Daily physical activities should vary in form and intensity and take into account each student's ability. Teachers should consider resources available within the school and the larger community to allow for student choice.

School authorities have the flexibility to use instructional and/or noninstructional hours to implement DPA.

- Physical education classes are an appropriate strategy to meet the DPA requirement.
- DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day; e.g., two 15-minute blocks of time for a total of 30 minutes.
- DPA can be incorporated throughout the day and integrated into other subject areas.

English as a Second Language

Students who are English language learners have insufficient fluency in English to achieve grade-level expectations in English language arts and other subject areas and require English as a second language (ESL) programming and supports. For information on coding and funding for students who are English language learners, refer to the *SIS User Guide* section 3–20 and the *Funding Manual for School Authorities*.

Kindergarten to Grade 9 schools with students who are English language learners should refer to the *English as a Second Language Kindergarten to Grade 9 Guide to Implementation* and *Working with Children Who Are Learning English as a New Language*.

The *Alberta K–12 ESL Proficiency Benchmarks* have been developed to guide appropriate ESL programming and support teachers in assessing and reporting the progress of English language learners.

For more information, see English as a Second Language on the Alberta Education website or contact the Curriculum Sector –Arts, Communications and Citizenship.

Elementary Program

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

Percentage of Time Allocations Recommended

Grade 1 and Grade 2

Subject Areas	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
English Language Arts	30%	⎰30%⎱
French Language Arts❶/Français❷	0%	
Mathematics	15%	15%
Science	10%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Life Skills and Physical Education		10%

	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
Time for other subjects; e.g., second languages,❸ drama, religious instruction.	15%	15%

❶ French language arts is taught in alternative French language programs (including French immersion).
❷ Français is taught in Francophone schools.
❸ The recommended time is 10% for schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs or international language and culture programs.

Note: Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

Grade 3 through Grade 6

Subject Areas	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
English Language Arts	25%	⎰35%⎱
French Language Arts❶/Français❷	0%	
Mathematics	15%	15%
Science	15%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Life Skills and Physical Education	10%	10%

	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
Time for other subjects; e.g., second languages,❸ drama, religious instruction.	15%	10%

❶ French language arts is taught in alternative French language programs (including French immersion).
❷ Français is taught in Francophone schools.
❸ The recommended time is 10% for schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs or international language and culture programs.

Note: Information and Communication Technology (ICT) learner outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

Elementary Program Optional Subjects

School Act, Section 60(2)(a)

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed at the local level, as per section 60(2)(a) of the *School Act*. The following are optional subjects for which outcomes have been developed at the provincial level:

- Aboriginal language and culture courses (for more information, see the Language Courses section)
- International language and culture courses (for more information, see the Language Courses section)
- Drama (English program only)
- French as a second language (for more information, see the Language Courses section).

Instructional Time Junior High

At the junior high level, schools must provide access to a minimum of 950 hours of instruction per year in each grade.

Junior High Program

The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the Vision, Mission and Basic Education section in the *Guide*.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these outcomes in the recommended time; however, it is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

Recommended Time Allotments for the Required Subject Areas Junior High School Program

Subject Areas	Hours Per Year
English Language Arts	150
French Language Arts[1] and English Language Arts or Français[2] and English Language Arts	{250}
Mathematics	100
Science	100
Social Studies	100
Physical Education	75
Health and Life Skills	50
Optional Courses	(time may vary)

The recommended time allocation is 95 hours for schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs or international language and culture programs.
Programs of study for Fine Arts are designed as 75-hour courses at each level.

[1] French language arts is taught in alternative French language programs (including French immersion).
[2] Français is taught in Francophone schools.

Recommended Time Allotments for Language Instruction Other than English or French

School Act, Section 11

For schools offering instruction in a language other than English or French, the junior high school time recommendations apply for core courses. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts instruction in the language of study.

Junior High Optional Courses

Schools shall offer two provincially authorized optional courses. Where instruction in a language other than English is offered, only one other provincially authorized optional course is required.

Optional courses help students achieve the outcomes outlined in the Vision, Mission and Basic Education section. Optional courses also reinforce learnings in language arts, mathematics, science and social studies, as well as provide learning opportunities in other subject areas.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

Optional Courses

The optional courses are categorized as follows:

Aboriginal Languages
– Blackfoot language and culture
– Cree language and culture

Career and Technology Studies (CTS)
– Introductory level courses from CTS are considered appropriate for junior high school students until September 2011, at which time a new middle years/junior high curriculum will be implemented.

   For more information, see the Alberta Education website for the introductory CTS Career Transitions strand and the BIT, HRH, MDC, NAT and TMT cluster courses.

Ethics
– This course may be offered in Grade 7, Grade 8 or Grade 9.

French as a Second Language

Fine Arts
– Art
– Drama
– Music
  • Choral
  • General
  • Instrumental

International Languages

Provincial programs of study are available for bilingual as well as language and culture programming.

• **Bilingual Programs**
  Available courses support bilingual (partial immersion) programming and are a continuation of the elementary program:
  – Chinese language arts
  – German language arts
  – Spanish language arts
  – Ukrainian language arts

• **Language and Culture Programs**
  Language and culture programs are available for various entry points: 12-year (12-Y), 9-year (9-Y) and 6-year (6-Y).

  Junior high school courses that are the continuation of the program begun in elementary include:
  – Twelve-year (12-Y) language and culture (K–12)
    • Italian language and culture
  – Nine-year (9-Y) language and culture (Grades 4–12)
    • Chinese
    • German
    • Japanese
    • Punjabi
    • Spanish
    • Ukrainian

Six-year (6-Y) language and culture courses (Grades 7–12) provide secondary students opportunities to begin the study of another language at Grade 7 for:

- Chinese
- German
- Italian
- Japanese
- Spanish
- Ukrainian.

Locally Developed/Acquired and Locally Authorized Courses

Religious Studies
- Religious studies may be offered at the discretion of the local school board under section 50 of the *School Act*.

Junior High Course Selections

A student's choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take distributed learning courses. Principals should ensure students are made aware of programs available to meet their individual educational needs and that parents understand and concur with their children's course selections.

Planning in Junior High for Senior High School Programs

Students should be provided with assistance in planning their senior high school programs while they are still in junior high school. Certain courses are required for an Alberta High School Diploma or a Certificate of High School Achievement. Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the prerequisites to avoid possible difficulties in the later senior high school years. Also see Student Information Needs under Senior High School in the Program Planning section.

For example, in mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. The revised Mathematics Grades 10–12 Program of Studies will begin implementation with Grade 10 courses in September 2010. In Grade 10, students will take either Mathematics 10C or 10-3, with the 10C course leading to either the -1 or -2 course sequence. The -1 course sequence (20-1, 30-1) is designed for students whose post-secondary studies may require the study of calculus. The -2 course sequence (20-2, 30-2) is designed for students whose post-secondary studies do not require the study of calculus. The -3 course sequence (10-3, 20-3, 30-3) is designed for students pursuing many apprenticeship programs or for direct entry into the workforce. For students who meet the criteria, the Knowledge and Employability courses, Mathematics 10-4 and 20-4 are also available. Also see Assisting in Student Planning under Senior High School in the Program Planning section.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the specific requirements for high school completion.

Career Plans

Schools are encouraged to require students to develop a program and career plan when beginning junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

For more information about planning for careers, see the *Student Learning—Career Planner Information Booklet* on the Alberta Education website.

Senior High School

Grade 10 to Grade 12

Access to Minimum Hours of Instruction

Schools must ensure that students have access to a minimum of 1000 hours of instruction per school year.

Access to instruction means:

- certificated teachers are assigned to deliver or supervise the instruction
- the instruction and evaluation of performance are based on the outcomes in an approved program of studies
- there are designated times when teachers are available to students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or Individualized Program Plans through:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching and assessing student achievement of outcomes, and/or

- interaction with students who are engaged in classroom learning, self-directed instructional resources, independent study, online education and/or distributed learning, and/or
- supervision of student workplace learning.

Instructional Time

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- breaks between classes
- supervised study halls
- time taken for the registration of students
- extracurricular activities
- graduation/commencement rehearsals and ceremonies.

School Organization

School authorities are to develop methods of school organization and instructional delivery that best meet the needs and interests of individual students.

If a course is delivered in a face-to-face, classroom-based setting, the course must be timetabled for both students and teachers for 25 hours per credit. A credit at the senior high school level represents course-specific knowledge, skills and attitudes. One credit is defined as being equal to 25 hours of instruction, within which most students can achieve the credit. However, it also is recognized that some students can acquire the knowledge, skills and attitudes specified for 1 credit in a course of studies in less than 25 hours, while others may require more time.

There are various opportunities to provide flexibility in course offerings and program delivery methods for students while they are under the supervision of a certificated teacher. Examples include the following:

- A course can be delivered using self-directed instructional resources. All outcomes of the program of studies must be covered in the self-directed instructional resources. The content of the self-directed instructional resources must be of a similar standard to the Curriculum Sector – Distributed Learning online or print distributed learning courses.
- A course can be delivered using a combination model. Some examples of combined delivery include:
  - A course can be delivered using a combination of online and classroom-based instruction. In this case, all outcomes of the program of studies must be covered in the online course materials.
  - A course can be delivered using a combination of self-directed instructional resources and classroom-based instruction. In this case, all outcomes of the program of studies must be covered in the self-directed instructional resources. The content of the self-directed instructional resources must be of a similar standard to distributed learning online or print courses.

- A course can be delivered in an online setting. All outcomes of the program of studies must be covered in the online course materials. The content of the self-directed instructional resources must be of a similar standard to distributed learning online courses.
- A course can be delivered in an outreach setting using self-directed instructional resources. All outcomes of the program of studies must be covered in the self-directed instructional resources. The content of the self-directed instructional resources must be of a similar standard to distributed learning online or print courses.

Whatever methods of school organization are adopted, students must have access to instruction that is focused on the outcomes of the courses they have chosen and be evaluated on that basis.

The *Funding Manual for School Authorities* states that instructional services must be timetabled for both students and teachers and must ensure that students have access to at least 25 hours of instruction per high school credit. The following exceptions to this requirement are:

- All 3-credit courses require a minimum of 62.5 hours for each course, including Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30.
- Three-credit courses in Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30 are offered for 62.5 hours and funded at 2.5 credit enrollment units.
- Schools can deliver a block of three, 1-credit CTS courses for 62.5 hours; however, schools must ensure that students meet all of the outcomes of each 1-credit course. CTS courses are funded at 1-credit enrollment unit for each 1-credit course.
- Summer break, evening (6 p.m. or later) and weekend credit courses must provide access to instruction of at least 16 hours per credit. The exceptions are Work Experience 15, 25 and 35, Special Projects 10, 20 and 30 and the Registered Apprenticeship Program and Green Certificate Program courses, which require 25 hours of access to instruction per credit.

Program Organization

Senior high school programs enable students to:

- meet Alberta High School Diploma requirements (see the Diploma and Certificate Requirements section) and earn a minimum of 100 credits in three years
- have opportunities to take optional courses
- enter post-secondary institutions or seek employment.

Assisting in Student Planning

Certain courses are mandatory to meet Alberta High School Diploma and Certificate of High School Achievement requirements. Some Grade 10 courses are prerequisites for more advanced senior high school courses. To avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the prerequisites.

For example, upon entry into senior high school, students who have successfully passed Mathematics 9 may register in either Mathematics 10C or 10-3. Students who have not been successful in Mathematics 9 may register for Mathematics 10-3 or, if appropriate, Mathematics 10-4.

Principals must ensure that credits earned are recorded correctly and checked carefully at the school level.

Programming for Application and Transfer of Learning

To enhance student learning, senior high school programming and course timetabling should provide students with opportunities to transfer their learning to other areas. As well, student learning may be extended through the application of the outcomes in one course to the outcomes in other courses. Educators are encouraged to use planning and course

timetabling to capitalize on opportunities for connections within and across subjects that strengthen student learning. All senior high school courses offered to students must be appropriately timetabled, taught, assessed and reported to Alberta Education.

Focused, Articulated Programming

School authorities are encouraged to work in cooperation with local post-secondary institutions and employers to develop high school programming that is articulated with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the Alberta High School Diploma. This programming combines a selection of interrelated CTS courses with related courses and off-campus learning. Alberta Education encourages these types of local initiatives.

For more information, contact the Curriculum Sector.

Student Information Needs

Students need information on a number of topics to plan their senior high school programs.

- Students should be given assistance in planning their senior high school programs. Steps should also be taken to secure parents' understanding of and concurrence with their children's registrations.

- In planning a program, schools should ensure that students keep in mind the diploma and certificate requirements.

- In addition to diploma and certificate requirements, a student's choice of subjects in senior high school may be governed by requirements adopted by the school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions in the *Guide*.

- In providing assistance to students planning their programs, care should be taken to ensure that such programs enable each student to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry. For more information, see Focused, Articulated Programming in this section.

- Subject to the approval of the principal, students under age 16 may take distributed learning courses. These are offered through a number of school authorities in the province. Students aged 16 or over do not require approval of the principal to take distributed learning courses. For more information about distributed learning courses, see the Program Administration and Delivery section.

- Students should be made aware of programs that are available to meet their individual needs or the needs of their community.

- Students eligible under section 10 of the *School Act* have the opportunity to complete all of their core and optional course work in French, with the exception of English language arts requirements.

Also see Planning in Junior High for Senior High School Programs in the ECS to Grade 9 section.

Scholarships

All students should be made aware of the requirements for the Alexander Rutherford Scholarships for High School Achievement.

To qualify for an Alexander Rutherford Scholarship, a student must have a minimum combined average of 75% based on five designated courses in at least one grade: Grade 10, 11 or 12. Each grade is assessed independently. The scholarships have a maximum value of $2,500. Also see Percentages and Letter Gradings in this section.

In addition, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30-1 or Français 30-1, Social Studies 30-1 and three other diploma examination subjects, are recognized as "Rutherford Scholars."

For more information, contact Alberta Scholarship Programs.

Registered Apprenticeship Program (RAP) Scholarship

The Alberta Apprenticeship and Industry Training Board Registered Apprenticeship Program Scholarship—known as the RAP Scholarship— recognizes annually the academic and trade-related accomplishments of up to 500 senior high school students who are taking part in RAP. This scholarship provides $1000 toward the costs of continuing in regular apprenticeship programs.

To qualify for the scholarship, an applicant must:

- be registered as an Alberta apprentice in a trade
- have plans to continue in a regular apprenticeship program after completing senior high school
- achieve an Alberta High School Diploma or Certificate of High School Achievement
- have completed a minimum of 250 hours of on-the-job training and work experience in the respective trade
- get a recommendation from an employer, supervisor or journeyman stating that they should continue in the apprenticeship program with the goal of becoming a certified journeyman.

Applicants will be asked to provide:

- a personal statement of purpose indicating why he or she is a "good fit" for a career in a trade
- a recommendation from his or her employer
- a recommendation from a senior high school teacher or counsellor.

For more information about this scholarship and its awards, contact Alberta Scholarship Programs or visit the Alberta Learning Information Services and Apprenticeship and Industry Training websites.

General Requirements for Admission to Post-secondary Educational Institutions

Possession of an Alberta High School Diploma or Certificate of High School Achievement does not guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly. Information about post-secondary institutions can be found on the Alberta Learning Information Service (ALIS) website.

For information on planning high school occupational and career and technology studies programs that are articulated with Apprenticeship and Industry Training programs, see Apprenticeship Articulation under Career and Technology Studies in the Courses and Programs section and the Diploma and Certificate Requirements section.

Percentages and Letter Gradings

Marks are to be submitted to Alberta Education in percentages. Physical Education 10, taken through a home education program, may be submitted as a pass or fail.

Evaluations of course work completed outside of Alberta are to be reported in percentages that conform to the Alberta scale below, or may be reported as a pass or fail.

Percentage Scale			Letter Grading
80	–	100	A
65	–	79	B
50	–	64	C
0	–	49	F

The Alexander Rutherford Scholarships for High School Achievement require that achievement and evaluation in completed courses be reported in percentages. Subjects in which achievement is reported by a pass or fail are not considered in the calculation of averages by the scholarship program administrators.

For more information, see Scholarships in this section and/or contact Alberta Scholarship Programs.

High School Summer Break, Evening (6 p.m. or later) and Weekend Programs

Summer break, evening and weekend programs for senior high school students may be offered by boards, accredited private schools and other accredited high schools; e.g., private and public colleges.

The program requirements noted in the *Guide* apply to all schools offering senior high school summer, evening and weekend programs for credit, except that, for these programs, instructional time may vary. Schools must provide access to instruction of at least 16 hours per credit except for Work Experience 15, 25 and 35, Special Projects 10, 20 and 30 and the Registered Apprenticeship Program courses that require 25 hours per credit even when offered in summer, evening or weekend programs.

Three-credit courses in Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.

Courses and Programs

Introduction

This section provides information primarily about senior high school courses and programs. In several instances, however, references are made to courses and programs for elementary (Kindergarten to Grade 6) and to junior high school (Grade 7 to Grade 9).

The areas pertaining to more than senior high school are:

- Career and Technology Studies
- English as a Second Language
- Alternative Language Programs
- Language Courses
- Locally Developed/Acquired and Authorized Junior and Senior High School Language Courses
- International Baccalaureate and Advanced Placement
- Information and Communication Technology
- Knowledge and Employability Courses
- Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses
- Off-campus Education
- Physical Education.

Career and Life Management (CALM)

Career and Life Management (CALM) may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year. Principals may wish to consider the option of having students take CALM in either their Grade 10 or Grade 12 year, if students plan to take three sciences as well as a fine arts or Career and Technology Studies (CTS) courses in Grade 11.

Partial Exemption from CALM

The *Alberta Human Rights Act* requires boards to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or activities include subject matter that deals primarily and explicitly with human sexuality, religion or sexual orientation. If a parent makes a written request, teachers shall exempt the student from such instruction, course of study, educational program or use of instructional material. See Notice under Section 11.1 of the *Alberta Human Rights Act*,

Exemption from CALM Course

Principals can exempt students from the CALM course when they transfer from out-of-province into Alberta schools in Grade 12. For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school. In this case, the principal exempts the student and informs Learner Records and Data Exchange by April 30.

For more information, see Grade 12 Exemptions for Transfer-in Students, Mature Students or the Career and Life Management Program of Studies.

Students can also be exempted completely from CALM because of religious beliefs. In this case, parents must write to the Minister of Education to request the exemption. It is helpful to the ministry and the processing of the request, if the following information about the student is provided in the letter from the parents to the Minister of Education:

- complete legal surname/given names
- date of birth
- current attending school
- Alberta Student Number (if available).

For further information, contact Field Services.

Career and Technology Studies (CTS)

Career and Technology Studies (CTS) is a high school program designed around a pathways model to offer flexible programming.

CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT).

A cluster is a grouping of 1-credit CTS courses that represent occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification system and function as an organizing tool.

The revised CTS program is being implemented in stages. English implementation for the BIT and TMT clusters was September 2009. French implementation will take place in the 2010–2011 school year. English implementation for the HRH, MDC and NAT clusters is September 2010. French implementation will take place in the 2011–2012 school year.

Senior High School Credits for CTS Courses Completed in Junior High School

Introductory level courses from CTS are considered appropriate for junior high school students until September 2011, at which time a new middle years/junior high curriculum will be implemented. Some students may successfully complete all of the outcomes for individual CTS courses while in junior high school. The senior high school principal may accept a recommendation from the junior high school principal that a student has completed successfully all of the course outcomes and should be given credit. A mark of "P" for pass, or a percentage grade, may be assigned to the student by the senior high school principal. This course can then be included when reporting student achievement through the normal student records system and will appear on the student's transcript.

Note: The course challenge provision does not apply to these students.

For more information, see the *Funding Manual for School Authorities*.

Apprenticeship Articulation

A senior high school diploma is often desirable for admission into an apprenticeship program; however, students and their parents should be made aware that admission into apprenticeship programs may not require a senior high school diploma. Articulation agreements have been established with the Auto Service Technician, Carpenter, Cook, Cosmetology, and Welder trades.

Information regarding apprenticeship programs is available at Apprenticeship and Industry Training.

English as a Second Language

Students who are English language learners have insufficient fluency in English to achieve grade-level expectations in English language arts and other subject areas and require English as a second language (ESL) programming and supports. For information on coding and funding for students who are English language learners, refer to the SIS User Guide section 3–20 and the *Funding Manual for School Authorities*.

Senior high schools with students who are English language learners should refer to the *Senior High School ESL Program of Studies*, the *English as a Second Language Senior High School Guide to Implementation* and the *English as a Second Language Alberta Authorized Resource List, Grades 10–12*.

The *Alberta K–12 ESL Proficiency Benchmarks* have been developed to guide appropriate ESL programming and support teachers in assessing and reporting the progress of English language learners.

For more information, see the English as a Second Language Policy or contact the Curriculum Sector – Arts, Communications and Citizenship.

Alternative Language Programs

School Act, Sections 11, 21

Alternative French Language Programs

According to section 11 of the *School Act*, a board may authorize the use of French or any other language as a language of instruction. Since French is one of Canada's two official languages, learning French is considered important both to enhance opportunities for living and working throughout Canada and the world, as well as to foster a greater understanding between French-speaking and English-speaking Canadians. Alberta Education encourages opportunities for all Alberta students to learn French by making available programs and services for alternative French language programs (including French immersion) under section 21 of the *School Act*.

Boards offering alternative French language programs (including French immersion) and French as a second language programs shall implement these programs in a manner consistent with provincial requirements.

Hours of Instruction for Alternative French Language Programs

Programming

Research and experience have demonstrated clearly that student proficiency in the French language is strongly correlated to the amount of time during which French is used as the language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, the following ranges are recommended as supportive of the objectives of alternative French language programs (including French immersion).

Kindergarten		100%
Grades	1 – 2	90% –100%

Grades	3 – 6	70% – 80%
Grades	7 – 9	50% – 80%
Grades	10 – 12	40% – 80%

Funding

The following table summarizes the minimum number of instructional hours per year, using French as the language of instruction, that are required to qualify for Official Languages in Education program funding and for full-time equivalent (FTE) funding in alternative French language programs (including French immersion) and in French first language programs.

French First Language/ Alternative French Language Programs		
Grades	**Instructional Hours in French for Minimum Program Funding**	**Instructional Hours in French for Full FTE Funding**
Kindergarten	238	712
Grades 1 to 6	475	712
Grades 7 to 9	380	570
Grades 10 to 12	250 (10 credits)	600

School authorities only receive funding at the French as a second language rate for students who receive less than the above minimum number of instructional hours in French; i.e., less than 238 hours in Kindergarten, less than 475 hours in Grade 1 to Grade 6, less than 380 hours in Grade 7 to Grade 9, and less than 250 hours in Grade 10 to Grade 12.

For more information, see the *Funding Manual for School Authorities*.

Languages Other than French or English (Bilingual Programs)
School Act, Sections 11, 21

According to section 11 of the *School Act*, a school board may authorize the use of a language other than English or French as a language of instruction.

Section 21 of the *School Act* allows a school authority to offer an alternative program that emphasizes a particular language and culture, if the board determines there is sufficient demand.

A bilingual program (partial immersion) means a program in which a language other than French or English is used as a language of instruction, to a maximum of 50% of the instruction day. In offering bilingual (partial immersion) programs, boards:

- must ensure that students also have the opportunity to acquire competence in all English language arts skills to meet diploma or certificate requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, provided the instructional time is consistent with the direction in the *Guide*.

Chinese language arts (Kindergarten to Grade 12), German language arts (Kindergarten to Grade 12), Spanish language arts (Kindergarten to Grade 9) and Ukrainian language arts (Kindergarten to Grade 12) programs of study are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*.

For more information, contact the Curriculum Sector – Arts, Communications and Citizenship.

Language Courses

Aboriginal Language and Culture Courses

An Aboriginal language and culture course is a course in which an Aboriginal language is studied as a subject for the purpose of developing communication skills and cultural awareness.

Alberta Education has initiated a strategic review of locally developed courses (LDCs) to examine how the Ministry should continue to provide support for these courses. During the review, school authorities may continue to offer or renew currently authorized LDCs that meet requirements, but Alberta Education **will not accept submissions for newly developed** or **newly acquired** LDCs until the 2012–2013 school year. Locally developed Aboriginal language and culture courses must be consistent with *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*.

For more information on LDCs, see the Locally Developed Courses Review web page.

French as a Second Language Courses

In French as a second language (FSL) courses, the French language is often taught between 30 and 40 minutes a day as a subject in elementary and junior high school. All senior high school FSL courses are taught for 125 hours and are accorded 5 credits per successfully completed course. The goal of the nine-year (9-Y) FSL course sequence is to develop students' communicative abilities and linguistic, cultural and strategic knowledge in French. Upon completion of the nine-year (9-Y) course sequence in high school, students are able to communicate personal messages using a variety of language structures while demonstrating understanding of different Francophone cultures. In the three-year (3-Y) course sequence, students are able to communicate basic ideas in a number of situations and have a general understanding of different Francophone cultures.

For federal funding information for FSL courses, see the Federal French Language section in the *Funding Manual for School Authorities.*

Elementary and Junior High Schools

The nine-year (9-Y) French as a second language program of studies begins in Grade 4 and continues through to Grade 9 and then on to senior high school. This program of studies is a grade-related course sequence and will improve the articulation between elementary and junior high schools.

Elementary students entering junior high school should be encouraged to continue their study of French.

Junior high school principals may offer senior high school French 10-3Y as a second language course for credit to junior high school students who have no previous experience in French language study. For more information on offering French 10-3Y for credit at a junior high school, see Senior High School Courses and Credits for Junior High School Students in the Student Placement and Promotion section.

Senior High Schools

As of September 2008, the nine-year (9-Y) and three-year (3-Y) course sequences are available for provincial implementation. When students enter senior high school, they are to be placed in FSL courses that correspond to their levels of proficiency in FSL. Students who are coming from junior high school with the requisite skills, knowledge and attitudes outlined in the Grade 9 French course are to be registered in French 10-9Y; students with no prior experience in French are to be registered in French 10-3Y.

Only students who began French 13 in the 2007–2008 school year can continue in the old sequence (French 13, 10, 20 and 30). The courses in this sequence will be phased out at the end of the school years noted below.

- French 13 (2007–2008)
- French 10 (2008–2009)
- French 20 (2009–2010)
- French 30 (2010–2011)

The following course sequence is still available:

- French 31a
- French 31b
- French 31c

International Languages Programs

School authorities may choose to offer either a provincially authorized bilingual program or continue to offer a currently authorized locally developed language and culture course series.

Alberta Education has initiated a strategic review of locally developed courses (LDCs) to examine how the Ministry should continue to provide support for these courses. During the review, school authorities may continue to offer or renew currently authorized LDCs that meet requirements, but Alberta Education **will not accept submissions for newly developed** or **newly acquired** LDCs until the 2012–2013 school year.

For more information on LDCs, see the Locally Developed Courses Review web page.

- **Bilingual Programs**
  Language arts courses to support the bilingual (partial immersion) program that students begin in elementary (Kindergarten/Grade 1) are available for:
  – Chinese language arts
  – German language arts
  – Spanish language arts
  – Ukrainian language arts

  School authorities will determine the balance of subjects for the bilingual programming. For more information, refer to the *School Administrator's Guide to Implementing Language Programming* resource.

- **Language and Culture Programs**
  An international language and culture course is a course in which an international language is studied as a subject for the purpose of developing communication skills and cultural awareness.

  Language and culture courses have been developed provincially for Chinese, German, Italian, Japanese, Latin, Punjabi, Spanish and Ukrainian.

  Courses have been developed for various entry points at the elementary and junior high school levels with continuing courses at the senior high school level in Chinese, German, Italian, Japanese, Punjabi, Spanish and Ukrainian.

  - Beginning in elementary:
    – Twelve-year (12-Y) language and culture (Kindergarten–Grade 12): Italian
    – Nine-year (9-Y) language and culture (Grades 4–12): Chinese, German, Japanese, Punjabi, Spanish and Ukrainian

- Beginning in junior high:
  - Six-year (6-Y) language and culture (Grades 7–12): Chinese, German, Italian, Japanese, Spanish and Ukrainian

- Beginning in senior high:
  Additionally, three-year (3-Y) language and culture courses provide secondary students opportunities to begin the study of another language in Grade 10: Chinese, German, Italian, Japanese, Latin, Spanish and Ukrainian.

For the appropriate course sequence, refer to the international languages section of Appendix 1.

The most current information regarding programs of study and support resources is available on the Alberta Education website.

For more information about guidelines and requirements regarding local language programming, contact the Curriculum Sector – Arts, Communications and Citizenship.

Language program implementation and delivery information may be found in the *School Administrator's Guide to Implementing Language Programming*.

Course Challenge for Languages

In the assessment process for a language course challenge, students need to perform a number of oral, written and listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected knowledge, skills and attitudes for the course being challenged. Student performance and quality of work are to be evaluated by a certificated teacher who has expertise in the language course being challenged.

Senior high school students whose parents have rights under section 23 of the *Canadian Charter of Rights and Freedoms* and who are currently attending a school other than one administered by a Francophone Regional authority may challenge Français 30 by first registering with the nearest Francophone Regional authority for the course. For more information on course challenge requirements, see Appendix 3.

Locally Developed/Acquired and Authorized Junior and Senior High School Language Courses

Alberta Education has initiated a strategic review of locally developed courses (LDCs) to examine how the Ministry should continue to provide support for these courses. During the review, school authorities may continue to offer or renew currently authorized locally developed language arts and language and culture courses that meet Alberta Education requirements. Alberta Education **will not accept submissions for newly developed** or **newly acquired** LDCs until the 2012–2013 school year.

For more information on LDCs, see the Locally Developed Courses Review web page.

Locally developed language arts and language and culture courses must be consistent with The Common Curriculum Frameworks for International Languages. Locally developed Aboriginal language and culture courses must be consistent with *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*.

The Government of Alberta has recognized the multicultural nature of the province through the *Alberta Human Rights Act*.

For more information, see the International Languages Programs section on the Alberta Education website or contact the Curriculum Sector – Arts, Communications and Citizenship.

International Baccalaureate and Advanced Placement

Schools can offer programming for students beyond the 10–20–30 course sequences through International Baccalaureate (IB) and Advanced Placement (AP) courses.

Schools should inform students of the acceptability of IB and AP courses for credit and/or advanced placement by post-secondary institutions. Schools also should inform students that these programs do not

replace the diploma requirements outlined in the Diploma and Certificate Requirements section.

Only those school authorities authorized to offer IB courses are permitted to teach locally developed IB courses. Only those school authorities authorized to offer AP courses are permitted to teach locally developed AP courses.

Further information may be obtained on the International Baccalaureate Organization website or the Advanced Placement website.

Green Certificate Program

The Green Certificate Program is administered by the Government of Alberta (Alberta Agriculture and Rural Development). The program is delivered off campus and students may earn credits for successfully completing a Green Certificate Program. Alberta senior high school students 15 years of age or older can register in any one of the nine specializations available: Cow–Calf Beef Production, Dairy Production, Feedlot Beef Production, Field Crop Production, Irrigated Field Crop Production, Sheep Production, Swine Production, Bee Keeper Production and Equine Technician. Each specialization can be studied at three levels of increasing knowledge and proficiency. Courses in these specializations may be found in Appendix 1.

Information and Communication Technology

The *Information and Communication Technology (ICT)* curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students so that they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes are presented in a program of studies, they are not intended to be taught as a stand-alone course, but rather within

the context of other subject areas studied. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Knowledge and Employability Courses

School authorities may offer Knowledge and Employability courses to provide students who meet the criteria with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning. The Knowledge and Employability courses are available to students in grades 8, 9, 10, 11 and 12 in school authorities that choose to offer the series of courses. Students may enroll in one or more Knowledge and Employability course(s) at appropriate entrance/registration dates. Students may take combinations of Knowledge and Employability courses and other junior/senior high school courses as long as they are enrolled in courses appropriate to their highest level of achievement. Students may transition in and out of Knowledge and Employability courses throughout grades 8 to 12. To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.

Knowledge and Employability courses are designed for students who demonstrate reading, writing, mathematical and other levels of achievement two to three grade levels below their age-appropriate grade. These students should meet the specific student enrollment criteria as listed in the *Knowledge and Employability Courses Handbook, Grades 8–12.*

Students choosing these courses typically wish to enhance their academic and occupational competencies and gain successful transition into employment and/or continuing education and training opportunities. These students may qualify for a Certificate of High School Achievement or they may continue their studies to qualify for an Alberta High School Diploma.

Students enrolled in the Integrated Occupational Program (IOP) in grades 10 to 12 as of January 2006 may choose to meet the requirements of the

Certificate of Achievement (see Appendix 5) or the current Certificate of High School Achievement (see the Diploma and Certificate Requirements section).

Knowledge and Employability courses include four academic courses (five for Francophone programs) and 12 strands of occupational courses. They provide students with practical and applied opportunities to develop the competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

As of the implementation of Knowledge and Employability Social Studies Grade 9 and 20-4 and the withdrawal of the corresponding IOP courses in September 2008, all English-language Knowledge and Employability academic courses have been implemented and the corresponding IOP courses have been withdrawn.

Implementation of grades 8 and 9 Knowledge and Employability social studies French-language courses and the withdrawal of the corresponding IOP courses took place in September 2008. Provincial implementation of the French-language Knowledge and Employability Social Studies 10-4 took place in September 2009. Provincial implementation of the French-language Knowledge and Employability Social Studies 20-4 is September 2010.

For more information, contact the Curriculum Sector. Information is also provided in the *Knowledge and Employability Courses Handbook, Grades 8–12* and in the *Funding Manual for School Authorities.*

Junior High Knowledge and Employability Occupational Courses

The junior high Knowledge and Employability occupational courses consist of the following units of study: Art/Design and Communication, Auto Mechanics, Business Services, Construction: Building, Construction: Metal Fabrication, Fabrics,

Foods, Horticulture, Human Care and Workplace Readiness.

Junior high Knowledge and Employability occupational courses areas of study will:

- include two to six units of study that are each between 20 to 30 hours of instruction per level
- allow for delivery of two levels within each unit of study: Level 1 can be delivered in Grade 8 and Level 2 in Grade 9 or both levels can be combined in Grade 8 or Grade 9
- provide schools with an opportunity to design their own junior high courses by choosing areas of study based upon facilities, equipment and student interest.

Senior High Knowledge and Employability Courses

All Knowledge and Employability courses are designated 5-credit courses. This helps to align Knowledge and Employability courses with other senior high school courses. Some students taking Knowledge and Employability courses may wish to complete an Alberta High School Diploma rather than a Certificate of High School Achievement. These students are expected to meet the specified diploma and certificate requirements.

In the Knowledge and Employability senior high occupational courses there are 12 career strands in the areas of Art/Design and Communication, Auto Mechanics, Business Services, Construction: Building, Construction: Metal Fabrication, Cosmetology, Fabrics, Foods, Horticulture, Human Care, Natural Resources and Workplace Readiness. Workplace Readiness 10-4 may be used in lieu of HCS3000 as the prerequisite for the first off-campus education learning experience.

All courses are offered for 125 hours and 5 credits; however, courses may be combined to allow for further instruction or off-campus education learning experiences. Marks and credits must be reported separately for each course that has been combined. For information about occupational course combinations and off-campus education learning experiences, refer to the *Knowledge and Employability Courses Handbook, Grades 8–12.*

Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses ❶

Alberta Education has initiated a strategic review of locally developed courses (LDCs) to examine how the Ministry should continue to provide support for these courses. During this review, school authorities may continue to offer or renew currently authorized LDCs providing these courses do not overlap with current or new provincial programs and that acquired courses are renewed by the developing board. To facilitate the review, Alberta Education **will not accept submissions for newly developed** or **newly acquired** LDCs until the 2012–2013 school year.

Locally developed or acquired courses must meet similar standards to provincial programs of study. The Curriculum Sector – Arts, Communications and Citizenship reviews locally developed course submissions to ensure that there is no significant overlap with provincial courses, course outline requirements have been met and local implementation information has been provided.

To receive approval for renewing currently authorized senior high school locally developed courses, school authorities must submit their currently authorized courses through the Locally Developed Courses Online Management System (LDCOMS) for review. Alberta Education requires a minimum of six weeks to review a course submission.

School authorities must submit their courses through LDCOMS by the required dates. The latest dates to allow for the review of submissions are:

- March 15 for implementation in the first semester of the following school year
- October 31 for implementation in the second semester of the same school year.

The process includes the following steps:

- School authority submits a locally developed/acquired course by the deadlines above.

- Curriculum Sector – Arts, Communications and Citizenship reviews the course and if it meets requirements, indicates in LDCOMS that the school authority can proceed to authorize the course through a board motion at a duly constituted board meeting by:

  - May 31 for implementation in the first semester of the following school year
  - December 31 for implementation in the second semester of the same school year.
- Once the board motion has been entered into LDCOMS, school authorities are provided with course codes and confirmation of the time period courses may be offered. Locally developed courses can be authorized for a maximum of three years.

For more information on LDCs, see the Locally Developed Courses Review web page.

Locally Developed Religious Studies Courses

School Act, Section 50

Religious instruction may be offered at the discretion of the school board under section 50 of the *School Act*. Religious studies courses may contain up to 80% content based on a particular faith or belief value system and shall include 20% content in each course (Religious Studies 15, 25, 35) that addresses a comparative study of other major world religions such as Judaism, Buddhism, Islam or Christianity.

Alberta Education has initiated a strategic review of locally developed courses (LDCs) to examine how the Ministry should continue to provide support for these courses. During the review, school authorities may continue to offer or renew currently authorized LDCs providing these courses do not overlap with current or new provincial programs and that acquired courses are renewed by the developing board. To facilitate the review, Alberta Education **will not accept submissions for newly developed** or **newly acquired** LDCs until the 2012–2013 school year.

For more information on LDCs, see the Locally Developed Courses Review web page.

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❶ The waiver prerequisite provision does not apply to any locally developed/acquired and authorized senior high school complementary courses.

International Baccalaureate and Advanced Placement

School authorities offering the International Baccalaureate (IB) or Advanced Placement (AP) courses as locally developed courses must submit them to Alberta Education through LDCOMS. Only those schools authorized to offer IB courses by the International Baccalaureate Organization are permitted to teach locally developed IB courses. Only those schools authorized by The College Board to offer AP courses are permitted to teach locally developed AP courses.

For more information on LDCs, see the Locally Developed Courses Review web page or contact the Curriculum Sector – Arts, Communications and Citizenship.

Music—Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

Students are not to receive credits for both school music and music by private study when those programs are both instrumental or both choral (voice). Fifteen credits is the maximum credits a student can earn in either a Choral Music 10–20–30 program or an Instrumental Music 10–20–30 program. For example, a student cannot earn 15 credits in instrumental school music and another 15 credits in instrumental private study. This 15-credit maximum does not apply to credits earned in locally developed courses.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the outcomes required for the equivalent of a 30-level credit, the principal is to recommend the awarding of a maximum of 15 credits in music (5 each for 10-level, 20-level and 30-level), whether or not the student has documentation for all the required components for equivalent credits for the 10 and 20 levels.

Similarly, if a student has achieved the outcomes required for 20-level equivalency, the principal is to recommend the awarding of 10 credits in music (5 for the 10-level and 5 for the 20-level). The chart at the end of Music—Private Study provides the information necessary for principals to recommend credits for music taken by private study.

The principal is to evaluate the documents and submit a course mark evaluation record for each course to Learner Records and Data Exchange. Electronic submission of this information using Edulink is encouraged; however, a High School Evaluation form can also be forwarded to Learner Records and Data Exchange. Evaluation forms can be obtained from the Alberta Education Extranet website under Tools and Software.

To obtain credit, students are to have passed both the practical and theory components listed in the chart for that course level. Marks submitted by schools to Alberta Education should be calculated for each course level as follows:

Practical Component (Course Level) – 70% of mark submitted
Other Components (Theory) – 30% of mark submitted

Principals are to recommend credits only on the basis of official transcripts as issued by Conservatory Canada or the Royal Conservatory of Music. Diplomas, photocopies of diplomas or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower course level being evaluated, the principal is to report a mark of "P" for pass, rather than a percentage score, when recommending the awarding of credits.

COURSES FOR WHICH CREDITS MAY BE RECOMMENDED
FOR MUSIC TAKEN BY PRIVATE STUDY
Revised 2009

		10-level Courses	20-level Courses	30-level Courses
Conservatory Canada	Voice❶	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano,❷ Strings, Guitar❸	Grade/Level 6 + Theory II	Grade/Level 7 + Theory III	Grade/Level 8 + Theory IV
	Woodwind,❹ Brass❺	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
Royal Conservatory of Music	Voice❶	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Piano, Strings,❸ Accordion, Guitar, Organ	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind,❹ Brass,❺ Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II

❶ All voice courses count as Choral Music 10–20–30 respectively for senior high school credits. All other courses are to be used for Instrumental Music 10–20–30 respectively.

❷ Conservatory Canada's Contemporary Idioms Piano Syllabus is also recognized for senior high school credit. The Contemporary Idioms Piano Syllabus uses the term 'Level' in place of 'Grade.'

❸ Strings include violin, viola, violoncello and double bass only.

❹ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

❺ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

Off-campus Education

Off-campus education learning experiences include Work Study, Workplace Readiness/Practicum, Work Experience 15, 25, and 35, Career Internship 10, and the Registered Apprenticeship and Green Certificate programs. Students gain practical workplace experience related to life skills and career opportunities and can grow in knowledge, skills and attitudes by participating in off-campus education learning experiences delivered through school community partnerships. Off-campus education provides opportunities for:

- community partnerships, job shadowing, mentorships and work study
- the use of off-campus initiatives to support the achievement of outcomes in provincial programs of study.
- the issuing of senior high school credit for workplace learning that is approved by the school and by the employer.

School authorities shall be responsible for ensuring that course content, where available, is followed and, where necessary, developed. School authorities shall also be responsible for the instructional practice and evaluation for all off-campus education learning experiences.

The *Off-campus Education Handbook* has been approved for implementation in September 2011. For the 2010–2011 school year, schools may choose optional implementation of the *Off-campus Education Handbook*, including its prerequisite courses, or they may continue to use the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000, including its prerequisite courses, and use the *Registered Apprenticeship Program Information Manual*, 2003–Revised September 2008, Career Internship 10, and Work Experience 15–25–35.

For specific procedural and legislative requirements regarding off-campus learning experiences, visit the Alberta Education website or contact the Curriculum Sector – Mathematics and Science.

Reporting Off-campus Education Learning Experience Credits

When schools report off-campus learning experience marks and credits to Learner Records and Data Exchange, they are to report the marks and credits given for CTS courses separately. For example, a student who took work experience for a total of 6 credits, which included the required HCS3000 course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience 15 course.

Work Study/Community Partnerships

Work study and community partnerships are components of other courses and are integrated into the teaching and experiential learning activities under the cooperative supervision of Off-campus Coordinators and employers.

Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in course work to real-life situations through a school–community partnership arrangement.

Work study includes experiential learning activities undertaken by a student as an integral part of an approved school course or program and under the cooperative supervision of the Off-campus Coordinator and the employer.

It is recommended that junior high school work study take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out in the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop guidelines respecting community partnerships and business involvement in education. For more information, see Partnerships between School and Community under the General Principles for Effective Programming in the Vision, Mission and Basic Education section.

Students may be introduced to the concept of community partnerships through activities such as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.

Community partnerships included in the Knowledge and Employability courses are addressed in the *Knowledge and Employability Courses Handbook, Grades 8–12*.

Physical Education

Exemptions

The aim of the Kindergarten to Grade 12 Physical Education Program is to enable individuals to develop knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

To meet the aim of the physical education program, it is recommended that a variety of movement experiences be provided in all dimensions; i.e., alternative environment, dance, games, types of gymnastics and individual activities. In the following specified circumstances, exemptions may be warranted from one or more dimensions and/or a physical education course.

Category	Conditions for Exemption	Procedures	Other Experiences
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal	• When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.
INDIVIDUAL	Medical	• Certification sent to principal by medical practitioner with statement of activities in which the student is not able to participate	
INDIVIDUAL	Out-of-province Grade 12 student who is to graduate in the school year the student transfers into an Alberta school	• Principal reports exemption to Learner Records and Data Exchange by April 30 in the year of the student's anticipated year of high school completion	
CLASS, GRADE OR SCHOOL	Access to facilities	• Initiated by school authority or parent • Approved by school authority	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement during the Grade 11 or Grade 12 year.

Notice of a student's exemption from Physical Education 10 is to be reported by letter from the principal to Learner Records and Data Exchange by April 30 in the year of the student's anticipated year of high school completion.

Students exempted from the Physical Education 10 requirement are still to acquire the total number of credits required for high school completion.

Physical Education Taken Through Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or fail, in accordance with section 6 of the *Home Education Regulation*.

Special Projects Credits

Special projects credits are designed for work undertaken by students on an individual or a small group (e.g., two to three students) basis and should not be used as a means of offering credits for programs or courses offered by organizations external to Alberta Education. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects serve two major functions.

• Students become involved in the selection, planning and organization of their own programs.
• Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Requirements

The requirements for special projects credits are outlined below.❶

- Special projects credits are designed for work undertaken by students on an individual or a small group basis to pursue personalized learning. If a larger group of students is involved, the course would have to be approved as a locally developed course.
- Student participation in a program or course offered by organizations external to Alberta Education would not be considered a special project.
- Each project shall be carried out under the supervision of a staff teacher in the school.
- Students are required to submit a clearly planned proposal to the principal for approval, which should include:
  - description or outline of the project
  - number of hours of work expected to complete the project
  - method by which the project is to be carried out
  - description of expected learner outcomes
  - evaluation procedures as outlined by a teacher
  - completion date expected
  - name of the supervising teacher.
- The principal shall retain a copy of each special project proposal.
- The content of the special project need not be related to a specific school subject.
- If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
- Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- Where a project takes a student off campus, requirements in the *Off-campus Education Guide for Administrators, Counsellors and Teachers* must be followed.

Students who successfully complete projects are granted 3 credits for 62.5 hours of work or 5 credits for 125 hours of work in any one semester, or full term, on the approval of the principal. Three-credit special projects courses will be funded at 2.5 credit enrollment units (CEUs).

- Special projects also may be offered for 1, 2 or 4 credits. Credits will be awarded for successful completion in any one semester, or full term, on approval of the principal. These special projects courses will be funded at 1-credit enrollment unit, per course credit, for every 25 hours of instruction.
- School authorities shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.
- Special projects credits may be applied toward the Alberta High School Diploma or the Certificate of High School Achievement.
- A student completing Special Projects 30 may use these credits to partially fulfill the "10 credits in any 30-level courses" requirement for the Alberta High School Diploma.

A number of restrictions apply to special projects. Examples where special projects credits cannot be earned include:

- student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook, field trips
- in-school work experience
- teacher-developed projects.

Note: In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year-to-year or demonstrate increased levels of proficiency.

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❶ 4-H projects may qualify as special projects as long as they meet the requirements indicated. A student may not present a 4-H finished project for credit without following the requirements indicated.

Transfer Points (Recommended) and Course Sequences for Senior High School

In senior high school, provincially developed programs are designed to accommodate transfer between course sequences at particular points. Also see Course Sequence Transfer in the Awarding Course Credits section.

Special circumstances may warrant student transfer at other points in the curriculum; however, the standard transfer points are as follows for:

- English Language Arts Program
- Français Program
- French Language Arts Program
- French as a Second Language Program
- Mathematics Program
- Science Program
- Social Studies Program
- Knowledge and Employability occupational courses to Career and Technology Studies courses.

English Language Arts (ELA) Program
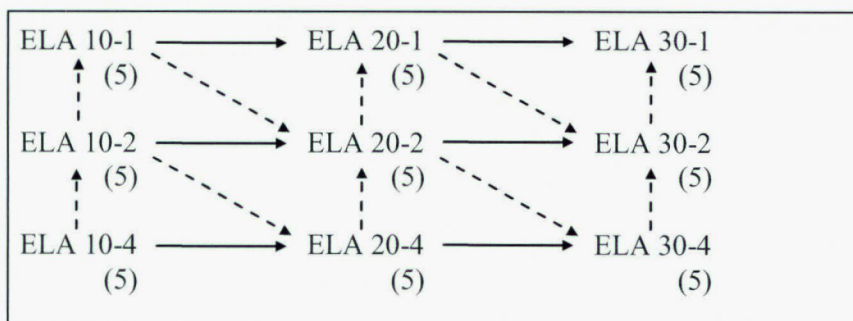
Français Program
(Francophone Schools)
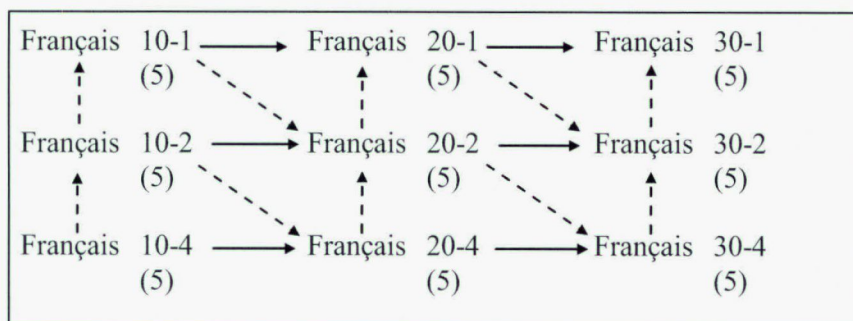
Note: Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

French Language Arts Program
(French Immersion Schools)

```
French      10-1 ———→ French      20-1 ———→ French      30-1
Lang Arts  (5)  ↘         Lang Arts  (5)  ↘        Lang Arts  (5)
   ↑           ↘              ↑          ↘             ↑
   ┊            ↘             ┊           ↘            ┊
French      10-2 ———→ French      20-2 ———→ French      30-2
Lang Arts  (5)           Lang Arts  (5)          Lang Arts  (5)
```
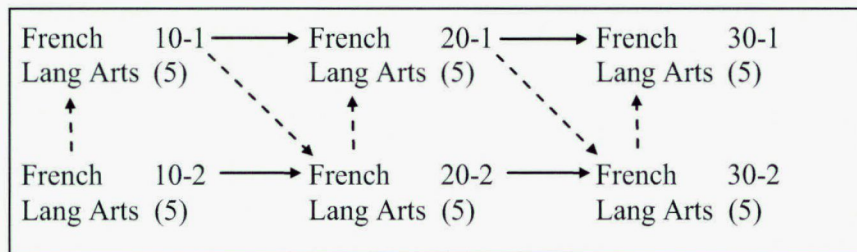
French as a Second Language Program

1. For students in senior high school with no previous knowledge of French:

   French 10-3Y ———→ French 20-3Y ———→ French 30-3Y

2. For students studying French with the requisite skills from the Grade 9 nine-year (9-Y) course sequence:

   French 10-9Y ———→ French 20-9Y ———→ French 30-9Y

3. For students who possess an advanced level of French prior to Grade 10:

   French 30 (5) ———→ French 31a (5) ———→ French 31b (5) ———→ French 31c (5)

Note: Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

Mathematics Program

Possible Sequences—Mathematics Course Sequences

For students registered in Grade 10 since September 2010

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Mathematics 9 → Mathematics 10C → Mathematics 20-1 → Mathematics 30-1 → Mathematics 31
                                 → Mathematics 20-2 → Mathematics 30-2
              → Mathematics 10-3 → Mathematics 20-3 → Mathematics 30-3
              → Mathematics 10-4 → Mathematics 20-4
```

→ Typical Progression

-- ► Possible Progression
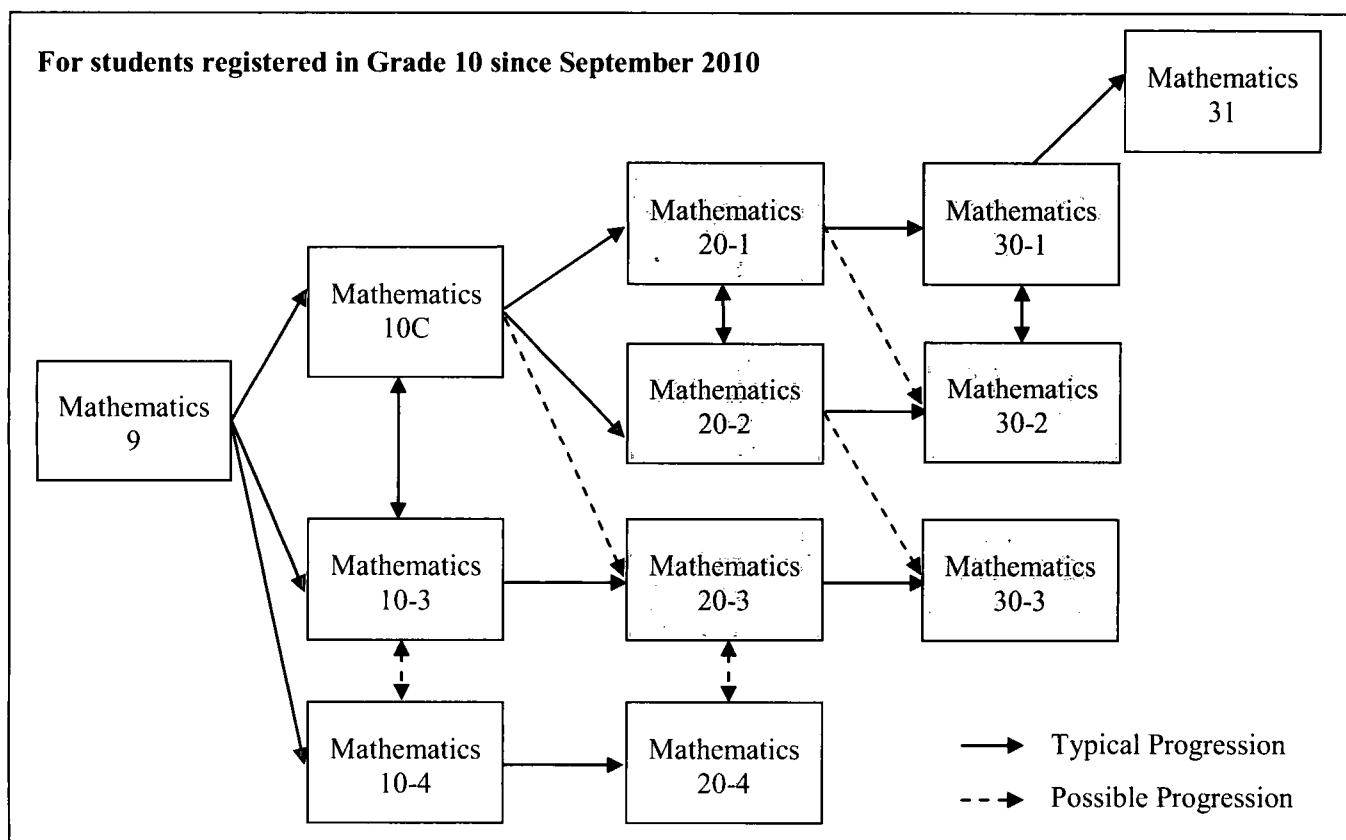
Note: A student must pass Grade 9 Mathematics to take Mathematics 10C.
Shading indicates courses that are not available during the 2010–2011 school year.

Note: Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

For students registered in Grade 10 prior to September 2010.

Pure Math 10 (5) → Pure Math 20 (5) ⇄ Pure Math 30 (5) → Math 31 ❶ (5)

Applied Math 10 (5) → Applied Math 20 (5) → Applied Math 30 (5)

Math 14 (5) → Math 24 (5)

Math 10-4 (5) → Math 20-4 (5)
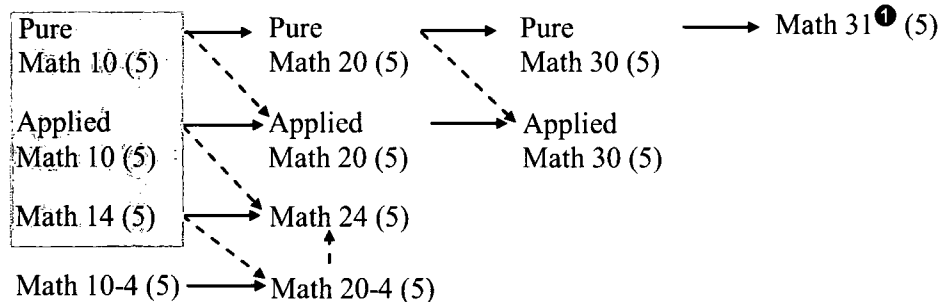
❶ Pure Mathematics 30 is a prerequisite or corequisite for Mathematics 31.

Note: Shading indicates courses no longer offered as of September 2010.

Science Program

Biology 20 (5) → Biology 30 (5)

Chemistry 20 (5) → Chemistry 30 (5)

Science 10 (5) → Physics 20 (5) → Physics 30 (5)

Science 20 ❶❸ (5) → Science 30 ❷❸ (5)

Science 14 (5) → Science ❶ 24 (5)

Science 10-4 (5) → Science 20-4 (5)
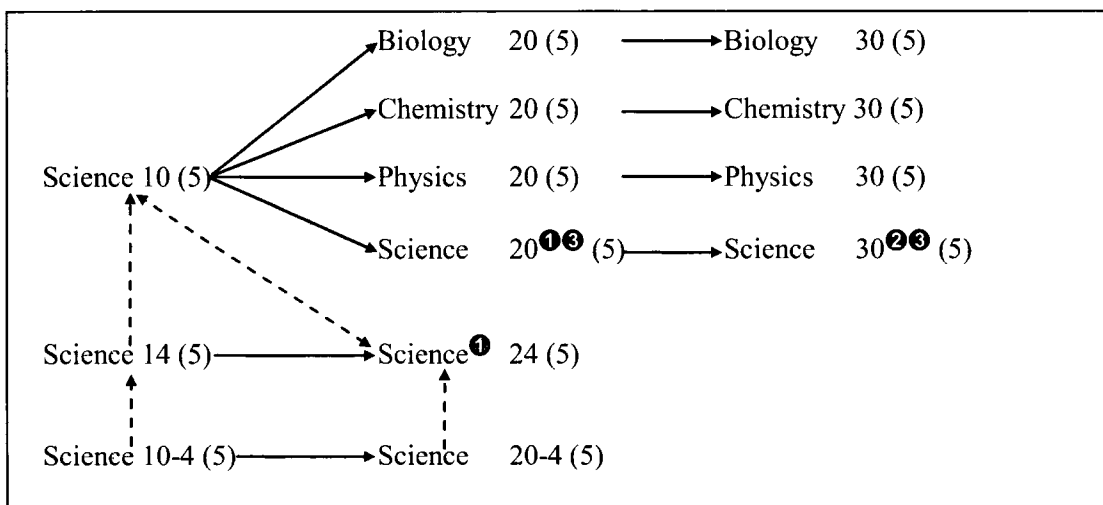
❶ Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases students may be placed by the principal in 20-level courses, as serves the student's best interests.

❷ Students who have achieved a final mark of 50% or greater in Biology 20, Chemistry 20, Physics 20 or Science 20 may enroll in Science 30.

❸ Science 20 and 30 are available in English only.

Note: Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

Social Studies Program

```
Social            ────────►   Social            ────────►   Social
Studies 10-1 ...               Studies 20-1 ...              Studies 30-1
(5)          `..               (5)    ▲                      (5)   ▲
                ``..                   ┊                             ┊
                   ``.                 ┊                             ┊
Social            ────────►   Social  ``►  ────────►   Social
Studies 10-2                   Studies 20-2             Studies 30-2
(5)    ▲                       (5)    ▲                  (5)
       ┊                              ┊
       ┊                              ┊
Social ┊          ────────►   Social ┊
Studies 10-4                   Studies 20-4
 (5)                           (5)
```
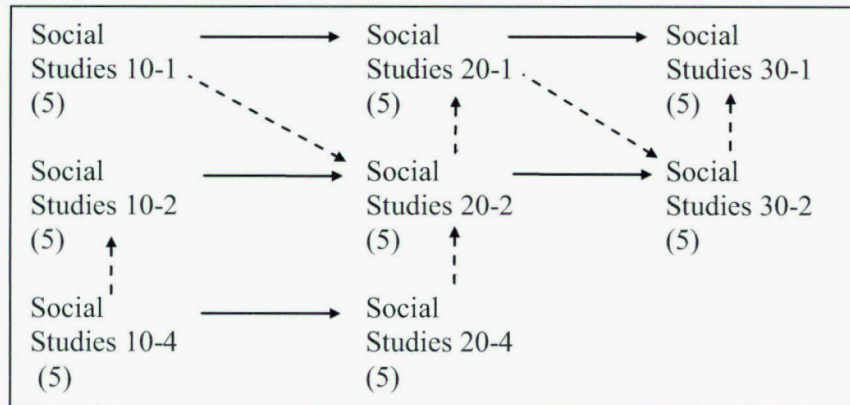
Knowledge and Employability Courses
to Career and Technology Studies Courses

```
Career and      ────────►   Career and      ────────►   Career and
Technology                   Technology                   Technology
Studies Courses              Studies Courses              Studies Courses
(introductory level)         (intermediate level)         (advanced level)
       ▲                          ▲▲                             ▲
       ┊              ...``````````┊                             ┊
       ┊    ..````````             ┊                             ┊
Knowledge   ────────►   Knowledge  ────────►   Knowledge
and Employability        and Employability       and Employability
Occupational             Occupational            Occupational
Courses 10-4❶            Courses 20-4            Courses 30-4
or IOP 16                or IOP 26               or IOP 36
(5)                      (5)                     (5)
```
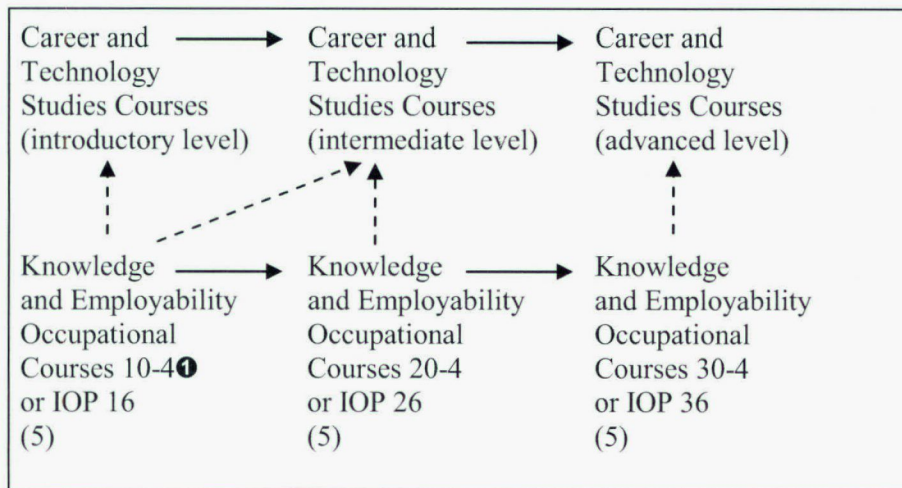
❶ Transfer from a 10-4 Knowledge and Employability occupational course or 16-level IOP occupational course directly to an intermediate-level career and technology studies course may be considered where there is content relevancy and prerequisite requirements are met.

Administrators may refer to the <u>Diploma and Certificate Requirements</u> section for more information regarding student transfer to the Alberta High School Diploma route.

Note: Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

PROGRAM ADMINISTRATION AND DELIVERY

Introduction

Various forms of program delivery are available to meet the educational needs of children and students. Information in this section is presented under three headings: Program Delivery Options, Schools of Choice and Considerations for Program Delivery. Program Delivery Options includes information on programs of choice. Schools of Choice includes information on charter schools and private schools. Considerations for Program Delivery includes information on guidance and counselling, school library programs and special education. The section also has information and requirements pertaining to HIV/AIDS in educational settings, human sexuality education and the use of human tissue and fluids in educational programs and concludes with a discussion of controversial issues.

Program Delivery Options

Choice is an important principle in Alberta's educational system. School authorities have the flexibility to deploy resources and use any method of delivery as long as Alberta Education requirements, including outcomes of the programs of study, are met. School authorities are encouraged to take advantage of the resulting programs of choice as well as the use of technology, distributed learning strategies and the workplace.

The Curriculum Sector – Distributed Learning designs, develops and produces online and print distributed learning courses that may be used to support any delivery option. These are available for purchase from the Learning Resources Centre and for download at LearnAlberta.ca.

Parents can access a number of program delivery options for their children. Alternative programs, blended programs, distance learning, home education, online delivery and outreach programs are highlighted in this section.

Alternative Programs
School Act, Section 21

Alberta Education supports the establishment of alternative programs and section 21 of the *School Act* recognizes and affirms the rights of boards to provide alternative programs. The *School Act* defines an alternative program as an education program that:

(a) emphasizes a particular language, culture, religion or subject matter or

(b) uses a particular teaching philosophy,

but is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.

Section 21(4) states that boards may charge parents enrolling a student in the alternative program a fee to defray all or a portion of any non-instructional costs that the board may incur by offering the alternative program and that are in addition to the costs incurred by the board in providing its regular education program.

For more information and requirements related to alternative programs, see the *Alternative Programs Handbook* or contact Field Services.

Blended Program

School Act, Section 29
Home Education Regulation
AR 145/2006

A blended program is an education program that consists of two distinct parts:

- Part 1: a school-provided program where a teacher employed by a school board or accredited-funded private school is responsible for providing the planning, resource selection, instructional delivery, assessment and evaluation of student progress in selected courses that follow the Alberta programs of study.
  - In grades 1 to 9, the courses must amount to at least 50% of the student's program.
  - In grades 10 to 12, the courses must amount to at least 20% of the student's program.
- Part 2: a home education program that meets the requirements of the *Home Education Regulation*.

School boards or accredited-funded private schools are not required to offer blended programs. The offering of blended programs is optional.

For more information on the requirements for the home education portion of the program, see the Home Education section.

For more information on blended programs, contact Field Services.

Distributed Learning

School authorities may offer their own distributed learning programs or they may access the services of the Alberta Distance Learning Centre (ADLC). The ADLC is operated by Pembina Hills Regional Division No. 7. Information on programs and services may be obtained directly from the ADLC.

Home Education

School Act, Section 29
Home Education Regulation
AR 145/2006

Home education is a program of choice and recognizes a parent's right to provide home education to his or her children.

A parent wishing to home educate his or her child must notify any school board or an accredited-funded private school of his or her intent to home educate and request that the board or accredited-funded private school supervise the home education program. Notification of the intent to home educate can be made at any time during a school year.

A board that consents to supervise a home education program is referred to as an associate board. An accredited-funded private school that consents to supervise a home education program is referred to as an associate private school. An associate board or associate private school will review the completed notification form and the education plan developed by the parent and make a decision within 15 school days.

Associate boards or associate private schools must notify parents of any implications that a home education program may have on a student's eligibility to be granted high school credits. Associate boards and associate private schools must develop a policy for a home education student's participation in school and extracurricular activities.

A parent who intends to provide a home education program must develop the program in accordance with the *Home Education Regulation*. Parents can choose curriculum resources and methodology that are consistent with the family's religious and conscientiously held beliefs. If the parent designs a program that does not follow the Alberta programs of study, the parent must declare that the program is consistent with the student learning outcomes listed in the schedule in the *Home Education Regulation*. Parents may ask the associate board or associate private school for assistance in developing a home education plan or program.

Teachers are to be assigned to home education to facilitate student learning by offering assistance and advice to the parent. Teachers are required to conduct at least two evaluations in each school year, including a review of the student portfolio with the parent at least twice a year. Associate boards and associate private schools are required to provide a written report of the student's progress. This written report is included in the student's record. Grade 3, 6 or 9 home education students must be offered the opportunity to write the appropriate provincial achievement tests.

If an associate board or associate private school terminates a home education program, it is responsible for the student's education for the remainder of the school year and must make suitable arrangements for the student's access to an education program.

For more information, see the *Home Education Handbook* or contact Field Services.

Online Delivery

An online program is a structured learning environment in which students access educational programs electronically. The planning, implementation and assessment of instruction is the responsibility of certificated teachers employed by a school board or by an accredited private school. Online program providers must ensure elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction for Alberta courses and programs of study.

Alberta Education designs, develops and produces authorized online courses and courseware through the Curriculum Sector – Distributed Learning. Many of these are available for teachers in Alberta to download from LearnAlberta.ca. Some online courses are available for purchase from the Learning Resources Centre.

School authorities providing instruction through online delivery should consider the following prior to program implementation:

- how student attendance is to be defined
- the role of parents in instruction, assessment and supervision of student work
- staffing levels

- time frames for student access to the instructional expertise of teachers
- student evaluation practices
- requirements for program access by students living outside Alberta
- program decisions; e.g., self-paced or teacher controlled, synchronous or asynchronous
- how to deliver all outcomes of Alberta programs of study
- provision for writing achievement tests and diploma examinations
- program and teacher evaluation
- how to provide alternative forms of program delivery for non-resident students who are experiencing difficulty in the online environment.

Outreach Program

An outreach program provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs. Outreach programs serve students of junior and senior high school age.

Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the Outreach Program.

A school board motion must grant approval to the school to offer the program. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

The Outreach Program must provide students with access to educational services that are in addition to distributed learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, gifted and talented programs, time management training,

AISI projects, School Guidance and Counselling Programs and Services and study skills.

School authorities choosing to run their Outreach Program as a school will be required to meet legislative and other requirements associated with operating a school; e.g., designating a school principal, establishing a school council, annually preparing a school three-year education plan and a school annual results report, following the school closure regulation and other regulations.

Applications for approval to begin new Outreach Programs must be submitted by March 31 to the appropriate Field Services Branch Director using the form provided in the *Funding Manual for School Authorities*. Alberta Education may not approve all applications. Once granted, funding is ongoing.

For more information, see the *Outreach Programs Handbook* or contact Field Services.

Schools of Choice

Charter Schools
School Act, Sections 31 to 38
Charter Schools Regulation
AR 212/2002

A charter school is an autonomous public school that provides innovative or enhanced means of delivering education to improve student learning. The proposed method of educational delivery that improves student learning must be supported by research. A charter school must have characteristics that set it apart from other public schools. A charter school is designed to meet the needs of a specific group of students through a specific program or approach. Charters are granted by the Minister and are term-specific.

A group interested in a charter school must first approach its local school board to determine if the group and the board can establish the innovative approach as an alternative program.

For information regarding the requirements for special education programming in charter schools, see *Accommodating Students with Exceptional Needs in Charter Schools*.

For more information on charter schools, see the *Charter Schools Handbook* or contact Field Services.

Private Schools
School Act, Section 28
Private Schools Regulation
AR 190/2000

Parents may choose to educate their children outside the public education system, within the private school system.

A private school provides an educational alternative for parents who wish to have their children taught in accordance with a particular focus. Private schools can be based on religious beliefs, athletics, academics or a particular philosophy of learning.

Private schools may charge tuition and other fees as required. In addition, private schools may select their students and are not required to enroll all students.

Private schools are operated by a society under the *Societies Act* or a company registered under Part 9 of the *Companies Act*. Private schools are governed by the Board of Directors of the society or company.

For more information on private schools, see the Alberta Education website section explaining school choice, or contact the Provincial Coordinator of Private Schools in School Accreditation and Disputes Resolution.

Considerations for Program Delivery

A number of programs and services exist in schools to help students meet their developmental and learning needs. This section highlights guidance and counselling, school library programs and special education. Those responsible for the implementation of education programs and the operation of schools must consider a number of matters related to the provision of a safe and caring learning environment for students. Information is given about HIV/AIDS in

educational settings, human sexuality education, Notice under Section 11.1 of the *Alberta Human Rights Act*, and the use of human tissue and fluid in educational programming. This section concludes with a discussion of controversial issues.

School Guidance and Counselling Programs and Services

The comprehensive school guidance and counselling programs are centred on helping individual students meet their growth and developmental needs—educational, personal, social and career. Delivery of these programs is collaborative and multidisciplinary, involving the school counsellor and other school staff. Program success is based on a close partnership among school, home and community.

School jurisdictions are expected to implement the *Comprehensive School Guidance & Counselling Programs and Services: Guidelines for Practice—A Program Development and Validation Checklist*, which reflects the content of the comprehensive approach to guidance and counselling in schools. The four components of the comprehensive approach are:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

School jurisdictions are expected to use the guidelines to monitor and evaluate their guidance and counselling programs and services.

School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such library programs improve student opportunities for achieving a basic education.

Student learning experiences should integrate information retrieval and research skills. These skills are learned best within the curricula. To promote integration, opportunities for cooperative planning between teachers and teacher–librarians should be provided.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The integrated library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. Library resources are designed to help students expand their abilities to find, generate, evaluate and apply information. Developing these information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For more information, see *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning*.

Early Childhood Special Education
School Act, Section 30
Early Childhood Services Regulation AR 31/2002 as amended
Standards for the Provision of Early Childhood Special Education.

Alberta Education supports the education of children with special education needs. Section 30(1) of the *School Act* states that a board or, with the approval of the Minister, a person may provide an early childhood services program. A program may be provided to a child who, as of September 1, is younger than 6 years of age, if the parent of the child agrees, or a student, if the parent of the student and the board are of the opinion that the program will benefit the student.

A child attending an ECS program is not considered a resident of the board, or entitled to any of the rights or benefits given to a student under the Act.

Children with mild, moderate or severe special education needs, including those who are gifted and talented, require specialized learning opportunities to achieve their full potential. The *Standards for the Provision of Early Childhood Special Education* outlines school authority program delivery

requirements and expectations that support Alberta Education's objective of providing consistent direction while supporting flexibility and discretion at the local school authority level.

School authorities operating an ECS program shall accept and organize programming for all children with special education needs who meet eligibility criteria, and for whom special education programming is requested.

An early childhood special education program:

- is based on an individualized program plan (IPP); all children with special education needs, including children who are gifted and talented, require IPPs
- provides parents with opportunities to participate in decisions affecting their children's ongoing education programming
- may be provided in a variety of settings
- is based on the results of continuous assessment and evaluation
- provides for programming that is individually and developmentally appropriate
- includes a collaborative approach to ensure coordinated service delivery when other agencies and service providers are involved.

For more information regarding special education programs for children with special education needs, contact the Early Learning Branch.

Special Education for Students

School Act, Sections 45, 47
Ministerial Order (#015/2004) – *Standards for Special Education*, Amended June 2004

Students with mild, moderate or severe special education needs and those who are gifted and talented require specialized learning opportunities to achieve their full potential. The *Standards for Special Education, Amended June 2004* is a ministerial order that applies to public and separate school boards and designated special education private schools. It outlines program delivery requirements and expectations that support Alberta's objective of providing consistent direction while supporting flexibility and discretion at the local level.

Alberta Education supports the education of students with special education needs. Sections 45 and 47 of the *School Act* outline board responsibilities related to students and special education programs. School boards are responsible for assessing student needs and identifying appropriate programs. Parents have a right and responsibility to work with boards to ensure their children's special education needs are met subject to limitations based upon reasonableness in each circumstance.

A special education program:

- is based on an individualized program plan (IPP); all students with special education needs, including students who are gifted and talented, require IPPs
- may be provided in a variety of settings
- is based on, and modified by, the results of continuous assessment and evaluation
- provides for instruction appropriate to individual learning needs.

Students with special education needs taking curriculum courses for credit are expected to meet those course requirements using the supports and accommodations outlined in the student's IPP.

For more information regarding special education programs and resources, contact the Special Education Branch.

Collaborative Partnerships for the Delivery of Supports and Services

Alberta Education and its partners have engaged in many collaborative projects and initiatives where school authority staff participation has been required to support children and youth who may have "at risk" factors or special needs. Student Health and the Children and Youth with Complex Needs Initiative are two examples of collaborative partnerships that are in place across the province to support children and youth. Examples of other current collaborative initiatives include Success in School for Children and Youth in Care: Provincial Protocol Framework, Mental Health Capacity Building for Children, Youth and Families in Schools, Alberta Mentoring Partnership and Alberta's Bullying Prevention Strategy. A variety of resources to support cross-sector collaboration and partnering have been

developed through various cross-ministry initiatives. Some of these include *Transition Planning Protocol for Youth with Disabilities*, *Guidelines for Supporting Successful Transitions for Children and Youth* and Information Sharing Guidelines.

Requirements for Special Education in Accredited-Funded Private Schools

Private school operators in Alberta are not obligated to admit every student who seeks admission; however, once a private school decides to enroll a student with special education needs, Alberta Education requires the operator to provide appropriate programming for the school year in which the student is enrolled. *Requirements for Special Education in Accredited-Funded Private Schools* describes Alberta Education requirements for providing educational programming to students with special education needs in accredited-funded private schools.

Students with special education needs taking curriculum courses for credit are expected to meet those course requirements, using the supports and accommodations outlined in the student's IPP.

Special Education Programming Information

Alberta Education has produced a number of special education resources that include information about the nature of special education needs and practical suggestions for the preparation of individualized program plans, instructional strategies and classroom management.

The resources include:

- *Accommodating Students with Exceptional Needs in Charter Schools*
- *Building on Success: Helping Students Make Transitions from Year to Year*
- *Early Childhood Services Program Unit Funding Handbook Essential Components of Educational Programming for Students with Behaviour Disabilities*
- *Essential Components of Educational Programming for Students with Autism Spectrum Disorders*

- *Essential Components of Educational Programming for Students Who Are Blind or Visually Impaired*
- *Essential Components of Educational Programming for Students Who Are Deaf or Hard of Hearing*
- *Focusing on Success: Teaching Students with Attention Deficit/Hyperactivity Disorder*
- *Handbook for Aboriginal Parents of Children with Special Needs*
- *Handbook for the Identification and Review of Students with Severe Disabilities*
- *Individualized Program Planning*
- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented*
- *The Learning Team: A Handbook for Parents of Children with Special Needs*
- *Make School Work for You*
- *Our Treasured Children*
- *Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners*
- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School*
- *Programming for Students with Special Needs series*
- *Re: Defining Success: A Team Approach to Supporting Students with FASD*
- *Requirements for Special Education in Accredited-Funded Private Schools*
- *Special Education Coding Criteria*
- *Standards for the Provision of Early Childhood Special Education*
- *Standards for Psycho-Educational Assessment*
- *Standards for Special Education, Amended June 2004*
- *Supporting Positive Behaviour in Alberta Schools*
- *Teaching Students with Autism Spectrum Disorders*
- *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope*
- *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities*.

These resources are available for downloading from the Alberta Education website or for purchase from the Learning Resources Centre.

HIV/AIDS in Educational Settings

There are no public health reasons to exclude a child infected with HIV/AIDS from attending school. Similarly, there is no basis on which to exclude HIV-infected teachers or other school staff from the work setting provided they are well enough to perform their usual duties.

Guidelines for HIV/AIDS in Educational Settings is a document developed in cooperation with Alberta Health and Wellness. It provides current, relevant information to school authorities on this topic.

Human Sexuality Education

Human sexuality education is mandated by the Human Sexuality Education Policy and is taught at several levels in Alberta, including the Grade 4 to Grade 9 Health and Life Skills program and the senior high school Career and Life Management (CALM) course.

Human sexuality education shall be taught within the normal school day and may be offered through different instructional structures. The learning outcomes outlined in current programs (Health and Life Skills and CALM) for human sexuality are prescribed, but they need not be offered exclusively through those courses. Many schools have developed programs through family life or religion classes.

Exemption from Human Sexuality Instruction

The *Alberta Human Rights Act* requires boards to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or activities include subject matter that deals primarily and explicitly with human sexuality, religion or sexual orientation. If a parent makes a written request, teachers shall exempt the student from such instruction, course of study, educational program or use of instructional material.

For more information, see the Human Sexuality Education Policy, Notice under Section 11.1 of the *Alberta Human Rights Act*, or contact the Curriculum Sector.

Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

For more information, see *Safety in the Science Classroom* available on the Alberta Education website or for purchase from the Learning Resources Centre.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

Controversial issues:

- represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Notice under Section 11.1 of the *Alberta Human Rights Act*

On September 1, 2010, section 11.1 of the *Alberta Human Rights Act* comes into force. This section requires boards (including charter schools) to provide parents with notice where "courses of study, educational programs or instructional materials, or instruction or exercises … include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation." Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation.

The requirements in this legislation are not intended to disrupt instruction or the discussion of controversial issues in the classroom. Teachers and schools should continue to respectfully handle the decisions and perspectives of parents when providing instruction and choosing instructional materials. Section 11.1 of the *Alberta Human Rights Act* continues to call on teachers and school administrators to exercise their professional judgement to determine when notice should be provided to parents and to handle complaints or concerns raised by parents.

Determining When to Provide Notice to Parents

The Alberta programs of study contain the provincially mandated learning outcomes for students, achieved through the instructional choices made by certificated teachers. In light of the requirements in section 11.1, Alberta Education has done a review of the programs of study to identify those courses that contain outcomes that deal primarily and explicitly with religion, human sexuality or sexual orientation. The following courses have been identified as containing outcomes that require notification under section 11.1:

- Aboriginal Studies 10 – Theme II: Aboriginal Worldviews → religion
- Career and Life Management (CALM) → human sexuality
- Health (Grades 4, 5 and 6) → human sexuality
- Health and Life Skills (Grades 7, 8 and 9) → human sexuality
- Religious Ethics 20 → religion
- Religious Meanings 20 → religion
- World Religions 30 → religion

Notification under section 11.1 may also be required for locally developed courses that contain subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.

Depending upon the choices teachers make in how outcomes are taught and the instructional materials that will be used, other courses or programs of study may also require notification to parents under section 11.1. When determining whether notification is required, teachers or boards may wish to consider the following:

1. Notification is required where the instructional material, exercise, outcome or course contain subject matter that deals **primarily** and **explicitly** with religion, human sexuality or sexual orientation.

   - For the instructional material, exercise, outcome or course to be considered to deal explicitly with religion, human sexuality or sexual orientation, there must be no question that the subject matter is intended to be about religion, human sexuality or sexual orientation. A religious interpretation of an otherwise non-religious subject matter would not be considered explicit. For example, the intent of including evolution in the science programs of study is to explore its foundation in scientific theory. Although there may be religious interpretations of the origin of life, the inclusion of evolution is not intended to be explicitly about religion. Similarly, in order

to be considered explicitly about "human sexuality," an outcome, course, exercise or instructional material must also address human sexual behaviours. Therefore, outcomes within the science programs of study that deal only with the anatomy and physiology of human reproduction are not explicitly about human sexuality; however, outcomes in CALM that examine aspects of healthy sexuality and responsible sexual behaviour are explicitly about human sexuality.

- Even if the subject matter deals **explicitly** with religion, human sexuality or sexual orientation, the outcome, course, exercise or instructional material must <u>also</u> **primarily** deal with religion, human sexuality or sexual orientation. For example, even though various outcomes in the social studies programs of study include explicit references to "religion," the outcomes are primarily about the core concepts of citizenship and identity. Similarly, notification is not required where an instructional material contains subject matter that explicitly deals with religion, human sexuality or sexual orientation, unless that instructional material is also primarily about one of these subjects.

2. Section 11.1 is clear that notification to parents is not required for indirect or incidental references to religion, religious themes, human sexuality or sexual orientation in an outcome, course, exercise or instructional material.

- Where a reference to religion, religious themes, human sexuality or sexual orientation occurs indirectly or in connection to another subject matter in classroom discussions, notification is not required. Therefore, teachers should not avoid topics where these subject matters may arise nor should they feel the need to stop classroom discussion.

- Similarly, where a course of study or education program does not already deal primarily and explicitly with religion, human sexuality or sexual orientation, references to these subject matters in student projects or presentations would be considered incidental and notification would not be required.

3. Section 11.1 does not apply to student behaviour or interactions that are not related to courses of study, education programs, instruction, exercises or instructional materials. Therefore, it does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to religion, human sexuality or sexual orientation.

How to Provide Notice to Parents

Notification to parents under section 11.1 should be in writing and allow the parent enough time to request that their child be exempted from the instruction or exercise at issue. Section 11.1 does not require teachers or boards to obtain parental consent before providing the instruction or exercise. Notification procedures must include the following:

1. A notice provided to the parent indicating that a particular outcome or component of a course contains subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. A sample notice form can be found in <u>Appendix 6</u>.

2. In the circumstance where a student is registered for a specific course that deals primarily and explicitly with religion, sexual orientation or human sexuality, notice may be given by providing a clear notice to the parent on the registration form for said course identifying that the course or a portion thereof is primarily and explicitly about religion, sexual orientation or human sexuality. A parent so notified is encouraged to give notice of their request for exemption at the time of registration.

3. A separate board, a board that offers an alternative program that emphasizes a particular religion, or a board that has the teaching of religion or faith-based education programs on its premises, may satisfy the requirement to give notice of religious instruction by providing a clear statement on registration forms indicating to parents that they are enrolling their child in a school where religious instruction, exercises or instructional materials are used and that religion permeates the school program.

Exclusion from Instruction, Exercise or Use of Instructional Material

Where a parent makes a written request, section 11.1 requires a teacher to exclude a student, without academic penalty, from the instruction, exercise or use of instructional material that includes subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. The parent should indicate in their written request whether they want the student to leave the classroom or place where the instruction or exercise is taking place or whether they want the student to remain in the classroom without taking part. A sample exemption form can be found in Appendix 6.

How to Handle Concerns or Complaints from Parents

Boards must ensure that concerns or complaints from parents are handled in an open, fair, objective and timely manner, and in accordance with their appeal procedures as required by section 123 of the *School Act*. Schools and teachers are encouraged to resolve concerns or complaints from parents regarding the requirements in section 11.1 at the local level.

Procedure:

1. If a parent has a complaint related to the provision or non-provision of notice or the exclusion of his or her child from instruction, the parent must first address the issue with the teacher. In the event that the matter cannot be resolved in this normal course of discussion with the teacher involved, the parent shall provide the teacher with a written statement outlining the purported breach, the action explained in sufficient detail to allow for a full analysis to take place.

2. Upon receipt of a formal complaint in writing, the teacher may continue to attempt resolution in an informal and Without Prejudice basis.

3. In the event that the matter cannot be resolved between the teacher and the parent, either the parent or the teacher may refer the matter to the principal.

4. The principal may engage in discussion with the parent and the teacher, separately or together, on a Without Prejudice basis, in a further attempt to resolve the matter.

5. In the event that the matter cannot be appropriately resolved at the school level, either the principal, teacher or parent may refer the matter to the board for resolution via the procedures established by the board in accordance with section 123 of the *School Act*, and as directed by the Minister of Education. In the event of such a referral, the teacher shall provide a statement in writing responding and providing analysis of the complaint.

"Without Prejudice" is a legal concept that encourages parties to resolve matters between them without being constrained in discussions by a fear that what they say may be used against them in a formal process. This encourages full and fair discussion without concern that statements may be misquoted or taken out of context. Parties may wish to identify those communications that are made on a Without Prejudice basis. This may include marking written communications "Without Prejudice."

Student Assessment ECS to Grade 9

Purpose of Assessment

A comprehensive assessment program provides relevant data for all important educational decisions related to learning—instruction, program improvement and public accountability. It includes a variety of assessments for different purposes.

The assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons.

- The information on student progress is essential so that teachers can change or refine instructional plans to ensure learning activities are appropriate for all students.
- The information is required for reporting student progress clearly to students and parents.
- The information is used in making decisions regarding student placement.
- The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet his or her learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, the classroom assessment should have the following characteristics.

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of skill development.
- The measures should be appropriate to the student's development and cultural background.
- It should be constructive. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty. It should encourage improvement in areas of difficulty, linking new learning to what a student already knows and can do.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic Approaches to Instruction

The terms "diagnostic instruction" and "diagnostic teaching cycle" are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

Alberta Education has developed a number of diagnostic materials to assist teachers that are available for purchase from the Learning Resources Centre.

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Assessment as the Basis for Communicating Individual Student Achievement

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When students are placed in age-appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the enrolled grade) and the grade level at which their child is actually working in various subjects; e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts. Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the enrolled grade the child is in rather than to the grade level at which the child is working. The use of assessment as the basis for communicating individual student achievement is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress including the student's grade level of achievement (GLA).

Reporting Grade Level of Achievement

Teachers shall ensure that information is effectively communicated to parents about:

- what their child knows and can do in the courses being studied
- how well their child is doing in those courses
- the grade level(s) the child has achieved expressed as "at," "above" or "below" in relation to the grade levels of the provincial programs of study for language arts, mathematics, science and social studies and the student's enrolled grade.

The provision does not restrict the communication of achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement. School authorities may also elect to report GLA to parents using more specific

indicators such as whole numbers; e.g., where the authority's assessment methods and procedures support more detailed reporting.

Teachers must communicate the grade levels at which they judge a student to be working, in at least the four specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to communicate grade level of achievement to parents; e.g., through parent–teacher conferences, assessment portfolios, report cards or student work samples. In making this determination, principals should consult with teachers, parents and school councils and in a manner consistent with any related school jurisdiction and/or Alberta Education policies. An individualized program plan (IPP) is often implemented by teachers when there is a gap between a student's level of achievement and the student's grade placement. Whatever methods are chosen for implementing this provision, face-to-face methods are often the most successful for achieving clear and open communication.

All assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial achievement standards, Alberta Education is releasing to schools, every two years, complete achievement tests in all achievement testing areas. These released achievement tests contain the questions, key and other pertinent material about each test and are supplied to all schools. Writing examples for the grades 3, 6 and 9 English language arts and grades 6 and 9 French language arts achievement tests are also available on the Alberta Education website.

Reporting GLA to Alberta Education in language arts and mathematics was a new requirement effective in the 2007–2008 school year for all public, separate, Francophone and charter schools with grades 1 through 9 enrollment. GLA is reported to Alberta Education according to specifications in the

Grade Level of Achievement Reporting: Teacher and Administrator Handbook. The Handbook is a useful resource that provides extensive background information on GLA. The Handbook is available online or for purchase from the Learning Resources Centre.

Reporting GLA to Alberta Education is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

Achievement Testing Program

The provincial achievement tests measure knowledge and skills in language arts, mathematics, science and social studies. The tests reflect a common provincial achievement standard for students in a grade. They are based on what students are expected to know and be able to do as set out in the programs of study.

Students registered in grades 3, 6 and 9 and ungraded students in their third, sixth and ninth years of schooling are expected to write provincial achievement tests.

Achievement tests are administered annually in English and Francais/French language arts and in mathematics in Grade 3, and in English and Francais/French language arts, mathematics, science and social studies in Grade 6. Grade 9 achievement tests are administered in English, Knowledge and Employability, and Francais/French language arts, and in regular and Knowledge and Employability mathematics, science and social studies. French translations of all mathematics, science and social studies achievement tests are available for students in Francophone and French immersion programs. Accommodations are available for students with special education needs for writing achievement tests. Every effort is made to ensure that the tests show respect for cultural diversity and do not bias the performance of particular groups of students.

Results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial and local targets. Group results for fewer than six students are reported to the school authority and the school but are not reported publicly. Alberta Education encourages comparisons of local results with local targets, not comparisons of individual scores with other students' scores.

Schedules for administering achievement tests are mandated by the province and communicated to schools in the November update to the *Achievement Testing Program General Information Bulletin*, prior to the school year in which they are to be implemented. Information about student achievement is provided to schools and school authorities, parents and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. *Guidelines for Interpreting the Achievement Test Multiyear Reports* is provided along with the results.

For more information on provincial achievement testing, see the following documents sent to schools or provided electronically each year:
- *Achievement Testing Program General Information Bulletin*
- Information bulletins about the tests in Grade 3, Grade 6 and Grade 9 (available on the Alberta Education website)
- *Parent Guide to Provincial Achievement Testing* for Grade 3, Grade 6 and Grade 9.

Individual Student Profile

For each student who writes achievement tests, an Individual Student Profile (ISP) for the student's education record is provided electronically to the school through the secured Extranet site. The profile shows the student's test results in relation to the standards in the courses tested. A second copy of the student's profile is provided to the school for the student's parent or guardian.

Diploma and Certificate Requirements

Introduction

Alberta Education diplomas and certificates certify that the holder has successfully completed a prescribed program of instruction. Generally, a student must earn 100 credits to graduate from senior high school in Alberta. A student who is awarded a diploma or certificate from the list below is a graduate.

This section outlines the requirements for being awarded the:

- Alberta High School Diploma (English and Francophone)
- Certificate of High School Achievement (English and Francophone)
- Certificate of Achievement
- Certificate of School Completion
- Alberta High School Diploma as a Mature Student
- High School Equivalency Diploma (by two alternatives).

Note: The possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

The definitions of high school completers used in calculating the Accountability Pillar High School Completion Rate are also included in this section.

Alberta High School Diploma

Students who meet the requirements as outlined in this section of the *Guide* are awarded an Alberta High School Diploma. Students who satisfy these requirements and study in French and take Français 30-1 or Français 30-2 are awarded an Alberta High School Diploma (French First Language – Francophone).

Certificate of High School Achievement

Students who are enrolled in Knowledge and Employability courses and who satisfy the requirements are awarded a Certificate of High School Achievement.

Certificate of Achievement

Students who **were** enrolled in the Integrated Occupational Program before January 2006 and meet the requirements outlined in Appendix 5 are awarded the Certificate of Achievement.

Certificate of School Completion

The Certificate of School Completion in special education can be awarded to students with significant cognitive delays who meet the qualification criteria listed below. To receive the certificate, a student must be nominated by the principal/assistant principal of his or her school.

Qualification Criteria

- By the end of the current school year, the nominee has been a student for at least 12 years (and is 17 years of age by March 1 of the current year).

- The school year in which the nomination is being submitted is the student's last year of school programming.

- The student has participated in special education programming (has been identified with one of the following special education codes at the time of school completion: 41, 42, 43, 44, 45, 46, 51, 52, 53, 55, 56, 58, 59). If coded 42, 44, 45, 46, 53, 55, 56, 58, 59, the student must also have a significant cognitive delay.

- The student has worked toward goals and objectives in an Individualized Program Plan that is consistent with Alberta Education requirements.

- The student did not achieve credits in any of the following senior high school courses:

English Courses
- English: English 10-1, English 10-2, English 10-4, English 20-1, English 20-2, English 20-4, English 30-1, English 30-2, English 30-4
- Mathematics: Mathematics 10C, Pure Mathematics 10, Applied Mathematics 10, Mathematics 14, Mathematics 10-3, Mathematics 10-4, Pure Mathematics 20, Applied Mathematics 20, Mathematics 24, Mathematics 20-4, Pure Mathematics 30, Applied Mathematics 30, Mathematics 31
- Social Studies: Social Studies 10-1, Social Studies 10-2, Social Studies 10-4, Social Studies 20-1, Social Studies 20-2, Social Studies 20-4, Social Studies 30-1, Social Studies 30-2

- Science: Science 10, Science 14, Science 10-4, Science 20, Science 24, Science 20-4, Science 30
- Chemistry: Chemistry 20, Chemistry 30
- Physics: Physics 20, Physics 30
- Biology: Biology 20, Biology 30

French Courses
- Français: Français 10-1, Français 10-2, Français 10-4, Français 20-1, Français 20-2, Français 20-4, Français 30-1, Français 30-2, Français 30-4
- Mathématiques: Maths 10C, Maths pures 10, Maths appliquées 10, Maths 14, Maths 10-3, Maths 10-4, Maths pures 20, Maths appliquées 20, Maths 24, Maths 20-4, Maths pures 30, Maths appliquées 30, Maths 31
- Études sociales: Études sociales 10-1, Études sociales 10-2, Études sociales 10-4, Études sociales 20-1, Études sociales 20-2, Études sociales 20-4, Études sociales 30-1, 30-2
- Sciences: Sciences 10, Sciences 14, Sciences 10-4, Sciences 20, Sciences 24, Sciences 20-4, Sciences 30
- Chimie: Chimie 20, Chimie 30
- Physique: Physique 20, Physique 30
- Biologie: Biologie 20, Biologie 30

- Due to significant cognitive disabilities, the student is not able to achieve any of the following certificates or diplomas, and has not completed any courses toward achieving one of them:
  - Alberta High School Diploma
  - Diplôme d'études secondaires de l'Alberta
  - High School Equivalency Diploma
  - Diplôme d'équivalence d'études secondaires
  - Certificate of Achievement (IOP)
  - Certificate of High School Achievement (Knowledge and Employability)
  - Certificat de réussite d'études secondaires (Connaissances et employabilité)

The school verifies that credits achieved by the student have not been applied to a Diploma or a Certificate of High School Achievement (Knowledge and Employability).

All nominations must be submitted by the school principal/assistant principal as the student completes his or her last year of schooling through an Extranet application called Certificate School Completion. To access this application, contact the Client Services Help Desk.

Mature Students

Mature student status is granted effective September 1 for the subsequent school year. All the necessary criteria are to be satisfied prior to September 1.

- A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is:
  - 19 years of age or older; or
  - the holder of a previously awarded high school diploma from the province of Alberta; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.

- The privileges afforded by the granting of mature student status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of mature student status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.

- If a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Special Cases & Accommodations Team. If the matter cannot be resolved by the Special Cases & Accommodations Team, the student may appeal to the Special Cases Committee by writing to the Executive Secretary, Special Cases Committee, Learner Assessment, Alberta Education.

- Mature students enrolled in credit courses must be registered with Learner Records and Data Exchange.

- A mature student may earn senior high school credits after successfully completing:
  - courses offered in a regular accredited school
  - courses offered under extension programs
  - courses offered by the Alberta Distance Learning Centre
  - a diploma examination conducted by Alberta Education with or without formal course instruction.

- A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.

- A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed, unless otherwise specified by the principal. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 10-2, 20-2, 30-2 and Social Studies 30-1 will receive 20 credits. See Waiver of Prerequisites and Credits for Waived Prerequisite Courses, second example, in the Awarding Course Credits section.

- Mature students are eligible to receive the Alberta High School Diploma, the Certificate of Achievement or the Certificate of High School Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management.

Many school authorities offer comprehensive programs for mature students in both credit and noncredit areas. Interested mature students should consult their school authority for details about such programs.

Mature students who enroll in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. See Alberta High School Diploma Requirements in this section.

Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and CALM, to earn an Alberta High School Diploma.

Mature students who entered senior high school prior to 1994–1995 may meet the current requirements or the requirements that were in effect the year they entered high school. Appendix 4 contains a chart that outlines the requirements for years prior to 1994–1995.

Principals will notify Learner Records and Data Exchange when they have programmed students to meet the requirements for years prior to 1994–1995.

For more information, also see Grade 10 Students in the Student Placement and Promotion section.

High School Equivalency Diploma

There are two alternatives for achieving a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older as of September 1 of the current school year, who is deficient in the credits needed for an Alberta High School Diploma and who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma should apply to the principal of a senior high school in the community. The principal will forward the High School Equivalency Form to Alberta Education (Learner Records and Data Exchange) indicating that the following requirements have been met. Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

The candidate shall obtain 100 school credits as set forth below:

- A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education (for out-of-province students) that offers approved senior high school courses, as follows:

  - a high school course in mathematics (5 credits)
  - a high school course in science (3 credits)
  - English Language Arts 30-1 or 30-2 (5 credits)
  - one other 30-level course, other than English language arts (5 credits)
  - additional high school courses (42 credits).

- Additional credits which, when added to those gained according to the above, total at least 100, as follows:

  - additional high school courses
  - additional approved adult education courses under recognized agencies; e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes AND/OR
  - a maximum of 15 credits for maturity, according to the following scale:
    - age 21–24 (inclusive)   5 credits
    - age 25–29 (inclusive)   10 credits
    - age 30 and over   15 credits
  - a maximum of 5 credits for extensive travel
  - a maximum of 5 credits for extensive reading or private study.

For more information about Alternative 1, contact Learner Records and Data Exchange.

Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450❶ or better in each test and meets the eligibility requirements will be granted a High School Equivalency Diploma.

For more information about Alternative 2 and the GED program, contact the Provincial GED Administrator, Learner Assessment.

High School Completion Rate

Following are the definitions used to calculate the High School Completion Rate measure of the Accountability Pillar.

Credentialed Completers

Students can achieve high school completion status through a variety of means. The majority of students receive one of the following credentials within three, four or five years of starting Grade 10:

- Alberta High School Diploma
- High School Equivalency Diploma (GED)
- Certificate of Achievement
- Certificate of High School Achievement

Non-credentialed Completers

Students who leave school without one of the above credentials but who have earned credits in high school courses that enable them to continue into post-secondary or apprenticeship programs within three, four or five years of starting Grade 10 are considered non-credentialed high school completers. Non-credentialed high school completion is achieved through one of the following means:

- **Enrollment at a Post-secondary Institution:** Students enrolled in a credit program in an Alberta post-secondary institution, who have not achieved completion status through any of the above means, are considered non-credentialed high school completers.

- **Apprenticeship Program Participation:** Students registered in an apprenticeship program who have not achieved completion status through any of the above means and are no longer registered in school are considered non-credentialed high school completers.

- **Academic Standing:** Students who have not achieved completion status through any of the above means are considered to have achieved academic standing if they have passed a minimum of five Grade 12 courses including a language arts diploma exam course and three other diploma exam courses. These students are eligible for Alberta post-secondary programs and may be attending a post-secondary institution out-of-province.

Continuers

Students, including those registered in upgrading programs, who do not complete high school within three, four or five years but are still involved with the secondary system as evidenced by their having a course completion record, are counted as continuers.

Leavers

Students from the Grade 10 cohort who are not "completers" or "continuers" are considered "leavers."

More information on this measure can be found on the Alberta Education website.

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❶ The GED standard has not changed. The reporting of the standard was changed from a 2-digit system to a 3-digit system effective January 2002.

Alberta High School Diploma Requirements
(English)

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an <u>Alberta High School Diploma</u>. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 (30) or 30-2 (33))
MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
SCIENCE – 20 LEVEL [1] (Science 20 [2], Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) [3]
CAREER AND LIFE MANAGEMENT (3 CREDITS) [4]
10 CREDITS IN ANY COMBINATION FROM: - Career and Technology Studies (CTS)   - Fine Arts   - Second Languages [5]   - Physical Education 20 and/or 30 [6]   - Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP occupational courses   - Knowledge and Employability courses   - Registered Apprenticeship Program courses
10 CREDITS IN ANY 30-LEVEL COURSE (<u>IN ADDITION TO</u> A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) [7] These courses may include: 35-level locally developed/acquired and locally authorized courses   - Advanced level (3000 series) in Career and Technology Studies courses   35-level Work Experience courses [8]   30-4 level Knowledge and Employability courses   35-level Registered Apprenticeship Program courses   30-level Green Certificate Specialization courses

(continued)

❶ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.

❷ Science 20 is not available in Francophone schools.

❸ See information on exemption from the physical education requirement.

❹ See information on exemption from the CALM requirement.

❺ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

❻ Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.

❼ 30-level English or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

❽ Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark and the diploma examination mark.
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements for French First Language–Francophone.
- Mature students should consult the Mature Students section for applicable requirements.

Alberta High School Diploma Requirements
(French First Language – Francophone)

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (FRENCH FIRST LANGUAGE – FRANCOPHONE)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an <u>Alberta High School Diploma</u>. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.
100 CREDITS including the following:
FRANÇAIS – 30 LEVEL (Français 30-1 or 30-2)
ENGLISH LANGUAGE ARTS – 30 LEVEL ❶ (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 (30) or 30-2 (33))
MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
SCIENCE – 20 LEVEL ❷❸ (Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) ❹
CAREER AND LIFE MANAGEMENT (3 CREDITS) ❺
10 CREDITS IN ANY COMBINATION FROM: • Career and Technology Studies (CTS)   • Fine Arts   • Second Languages ❻   • Physical Education 20 and/or 30 ❼   • Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP occupational courses   • Knowledge and Employability courses   • Registered Apprenticeship Program courses
5 CREDITS IN ANY 30-LEVEL COURSE   (<u>IN ADDITION TO</u> A 30-LEVEL ENGLISH LANGUAGE ARTS, A 30-LEVEL FRANÇAIS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) ❽   These courses may include: • 35-level locally developed/acquired and locally authorized courses   • Advanced level (3000 Series) in Career and Technology Studies courses   • 35-level Work Experience courses ❾   • 30-4 level Knowledge and Employability courses   • 35-level Registered Apprenticeship Program courses   • 30-level Green Certificate Specialization courses

(continued)

❶ There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. For more information, see Evaluation of Out-of-province/Out-of-country Educational Documents.

❷ The science requirement—Science 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.

❸ Science 20 is not available in Francophone schools.

❹ See information on exemption from the physical education requirement.

❺ See information on exemption from the CALM requirement.

❻ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

❼ Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.

❽ 30-level English Language Arts, 30-level Français or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

❾ Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark and the diploma examination mark.
- Mature students should consult the Mature Students section for applicable requirements.

Alberta High School Diploma Requirements for Francophone Students – English Language Arts

Students who use Français 30-1 or Français 30-2 to meet the language arts requirements for an Alberta High School Diploma must also complete English Language Arts 30-1 or 30-2. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone school from meeting the English Language Arts 30-1 or 30-2 Alberta High School Diploma requirement provided that the student entered the Alberta school system within five years of the anticipated completion year and does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 30-1 or 30-2. In order for the student to be exempted from the English language arts diploma requirement, the principal must also exempt the student from English Language Arts 10-1, 10-2, 20-1 or 20-2 and report the exemptions to Learner Records and Data Exchange by April 30 of the anticipated completion year. Note that the exempted student must still be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For more information, contact French Language Education Services.

Certificate of High School Achievement Requirements
(English)

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS❶ **(ENGLISH)**
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
80 CREDITS❷ including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 10-3, 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 10-2 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS)❸
CAREER AND LIFE MANAGEMENT (3 CREDITS)❹
5 CREDITS IN❺ • 30-level Knowledge and Employability occupational course, or • 30-level Career and Technology Studies (CTS), or • 30-level locally developed course with an occupational focus AND **5 CREDITS IN** • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course❻, or • 30-level Green Certificate course❼, or • 35-level Registered Apprenticeship Program (RAP) course❽

❶ Students enrolled in senior high school IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement (see Appendix 5).

❷ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.

❸ See information on <u>exemption from the physical education requirement</u>.

❹ See information on <u>exemption from the CALM requirement</u>.

❺ To transition to the new Certificate of High School Achievement, 36-level IOP occupational courses may be used in lieu of 30-4-level Knowledge and Employability occupational courses.

❻ Refer to the *Off-campus Education Guide for Administrators, Counsellors and Teachers* for additional information.

❼ Refer to the Alberta Education website for additional <u>Green Certificate</u> information.

❽ Refer to the *Off-campus Education Guide for Administrators, Counsellors and Teachers* for additional information.

Certificate of High School Achievement Requirements
(French First Language – Francophone)

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS❶
(FRENCH FIRST LANGUAGE – FRANCOPHONE)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
80 CREDITS❷   including the following:
FRANÇAIS 20-2 OR 30-4
ENGLISH LANGUAGE ARTS 20-2 OR 30-4❸
MATHEMATICS 10-3, 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 10-2 OR 20-4 OR 26
PHYSICAL EDUCATION 10 (3 CREDITS)❹
CAREER AND LIFE MANAGEMENT (3 CREDITS)❺
5 CREDITS IN❻   • 30-level Knowledge and Employability occupational course, or   • 30-level Career and Technology Studies (CTS), or   • 30-level locally developed course with an occupational focus   AND   **5 CREDITS IN**   • 30-level Knowledge and Employability Workplace Practicum course, or   • 30-level Work Experience course❼, or   • 30-level Green Certificate course❽, or   • 35-level Registered Apprenticeship Program (RAP) course❾

❶ Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement (see Appendix 5).

❷ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.

❸ There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. Refer to Evaluation of Out-of-province Educational Documents in the *Guide*.

❹ See information on exemption from the physical education requirement.

❺ See information on exemption from the CALM requirement.

❻ To transition to the new Certificate of High School Achievement, 36-level IOP occupational courses may be used in lieu of 30-4-level Knowledge and Employability occupational courses.

❼ Refer to the *Off-campus Education Guide for Administrators, Counsellors and Teachers* for additional information.

❽ Refer to the Alberta Education website for additional Green Certificate information.

❾ Refer to the *Off-campus Education Guide for Administrators, Counsellors and Teachers* for additional information.

Certificate of High School Achievement Requirements for Francophone Students – English Language Arts

Students who use Français 20-2 or Français 30-4 to meet the language arts requirements for a Certificate of High School Achievement must also complete English Language Arts 20-2 or 30-4. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone school from meeting the English Language Arts 20-2 or 30-4 Certificate of High School Achievement requirement provided that the student entered the Alberta school system within five years of the anticipated completion year and does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 20-2 or 30-4. The principal must report the exemption to Learner Records and Data Exchange by April 30 of the anticipated completion year. The exempted student must be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 80 credits to earn a Certificate of High School Achievement.

For more information, contact French Language Education Services.

Student Placement and Promotion

Placement and Promotion

Placement and promotion of a student from one grade or course to another is determined by the school principal, in accordance with policies of the school authority and the provisions in the *Guide*.

Grade 10 Students

For the purpose of determining a student's high school completion requirements, the following applies: Upon promotion from Grade 9 and subsequent placement in Grade 10, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education, or the student is registered in a noncredit English as a second language course. Also see Mature Students in the Diploma and Certificate Requirements section for information regarding those who entered senior high school before the 1994–1995 school year.

Senior High School Courses and Credits for Junior High School Students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an eligible student, as identified by the principal of a junior high school.

An eligible student is one who, in the opinion of the junior high school principal, has satisfied the general and specific outcomes for each core course of the junior high school program to the extent of his or her potential, has achieved acceptably in all enrolled optional courses, and shows special interest and signs of high potential in subject areas that are part of a high school completion program.

A decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high school programs and that extend beyond the challenges of Grade 9 courses. The following are examples of course sequences that meet these criteria:

- English Language Arts 10-1, 20-1, 30-1
- Français 10-1, 20-1, 30-1
- French Language Arts 10-1, 20-1, 30-1
- Applied Mathematics 20–30 ❶
- Pure Mathematics 20–30
- Mathematics 10C ❷
- Science 10–20–30
- Social Studies 10-1, 20-1, 30-1.

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❶ Applied Math 10 and Pure Math 10 are no longer offered as of September 1, 2010.

❷ Mathematics 20-1, 20-2 and 20-3 will be implemented in 2011. Mathematics 30-1, 30-2 and 30-3 will be implemented in 2012.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between junior high schools and senior high schools. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school. The senior high school is to report these marks to Learner Records and Data Exchange.

Schools whose students take courses for senior high school credits while in junior high school, including CTS 1-credit courses and heritage language credit courses, will not receive credit enrollment unit funding for those courses completed. For more information, see the *Funding Manual for School Authorities* on the Alberta Education website.

Senior High School Credits for Post-secondary Courses

Post-secondary courses, taken at an institution either inside or outside Alberta, are not equated to credits for the Alberta High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

Evaluation of Out-of-province/ Out-of-country Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing in senior secondary course work, to the school they plan to attend. The principal is to evaluate these documents in relation to approved senior high school courses or designate unassigned credits. This assessment is to be based on the number of credits assigned and should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a senior high school diploma, as outlined in the Diploma and Certificate Requirements section.

Former students of a Francophone education program from outside Alberta entering an Alberta non-Francophone high school may be granted credits for either French as a second language or French language arts but not for Français. Only a Francophone school can offer credit for Français.

Schools must <u>not</u> use the following when evaluating out-of-province documents:

- Special Projects 10, 20, 30
- Work Experience 15, 25, 35
- locally developed courses unless the courses are authorized by their boards.

School authorities must be authorized to offer senior high school locally developed/acquired courses to report marks and credits for these courses.

A transfer guide designed to assist in the placement of students has been authored by the Council of Ministers of Education, Canada (CMEC). *Secondary Education in Canada: A Student Transfer Guide* can be viewed from the CMEC website.

For the evaluation of out-of-country documents, including information on the comparison of grade levels based on the achievement of specific secondary level credentials, principals may wish to consider the following sources.

- The Professional Standards Branch has the names of country reference materials, which may be purchased by schools, to assist principals in the evaluation of out-of-country documentation. Evaluation staff may also be available to assist those principals who, following a review of the reference materials, require consultation.

- The Canadian Information Centre for International Credentials (CICIC) has online country education profiles and comparison tools as well as guiding principles for the recognition of foreign credentials.

- The International Qualifications and Assessment Service of Alberta Employment and Immigration has also developed International Education Guides as resources for educational institutions, employers and professional licensing bodies. The guides help facilitate and streamline the decisions regarding the recognition of international credentials.

- The International Education Guides provide current and comprehensive profiles of the educational systems (secondary and post-secondary) in other countries and how credentials from these countries compare to educational standards in Canada.

An Alberta High School Diploma is not to be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

The results of the senior high school evaluation are to be forwarded to Learner Records and Data Exchange.

In the case of a dispute over the number of senior high school credits to be awarded that cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases and Accommodations team. If the matter cannot be resolved by the Special Cases and Accommodations team, the student may appeal to the Special Cases Committee. This committee deals with all matters requiring the interpretation and application of policy relative to individual students. The final procedural level in the appeal process is the Minister of Education.

The Special Cases and Accommodations team may be contacted by e-mail at Special.Cases@gov.ab.ca. The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, at:

Learner Assessment, Alberta Education
11ᵗʰ Floor
44 Capital Boulevard, 10044 – 108 Street
Edmonton, Alberta T5J 5E6

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

Visiting or Exchange Students

Registration

Visiting or exchange students from another province or country who wish to complete a course for credit should be registered with Learner Records and Data Exchange at Alberta Education.

Statement of Achievement

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education in the form of the High School Transcript of Achievement and would reflect only the courses the student actually completed in an Alberta school.

Diploma Examinations

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30-1, English Language Arts 30-2 and Science 30 diploma examinations must be written in English. The Français 30-1 and French Language Arts 30-1 diploma examinations must be written in French. The diploma examinations in Social Studies 30-1, Social Studies 30-2, Applied Mathematics 30, Pure Mathematics 30, Biology 30, Chemistry 30 and Physics 30 may be written in either English or French.

For more information about the writing of diploma examinations, see the *Diploma Examination Program General Information Bulletin*.

For information regarding fees, see Eligibility to Write in the Student Assessment in Senior High School section.

Contact International Education Services for information about registering students from another province or country, including topics such as study permits, right of access and reciprocal student exchanges.

Student Assessment in Senior High School

Introduction

School Act, Section 39(3)(c)
Student Evaluation Regulation AR 177/2003
as amended

The *Student Evaluation Regulation* governing the evaluation of students has been developed under section 39(3)(c) of the *School Act*.

Further to the Student Evaluation Policy in the Policy section of the *Guide*, this section provides additional information on student assessment in senior high school.

Reporting Student Achievement in Senior High School Courses

Alberta Education maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

High schools that provide the instruction or assessment to the student are the only schools authorized to submit the student's mark or evaluation to Alberta Education.

Schools must use one of the following designations when submitting the results of student achievement in either a regular (including diploma examination) or a Career and Technology Studies (CTS) course to Learner Records and Data Exchange.

Reporting Course Completion Status

Designation	Course Completion Status	Mark

COM (complete)	• A "complete" (COM) status should be used:
	  – when a student finishes a regular course with a mark of 0–100%, or
	  – when a student successfully completes a CTS course with a mark of not less than 50%.
	• A course completion status of COM may be used for all courses.
		• A mark is submitted to Alberta Education.
		• The course appears on the student transcript.

WDR (withdrawal)	• A "withdrawal" (WDR) status should be used when a student chooses not to complete a course and the school agrees to remove the student from the course. • A course completion status of WDR may be used for all courses.	• No mark is submitted to Alberta Education. • The course does not appear on the student transcript.
INC (incomplete)	• An "incomplete" (INC) status should be used when a student does not withdraw from a CTS course and does not successfully complete the course with a mark of 50% or greater. • A course completion status of INC may be used only for CTS courses.	• No mark is submitted to Alberta Education. • The course does not appear on the student transcript.

Achievement in all completed senior high school credit courses is to be reported, with the appropriate designation, to Learner Records and Data Exchange.

When a course is reported as eligible for funding, all funding conditions must be met and all supporting documentation maintained regardless of the completion status reported. For more information, see the *Funding Manual for School Authorities*.

Only one mark per course in any reporting period will be accepted and added to a student's record; consequently, principals and/or students must withdraw duplicate or multiple registrations in the same reporting period prior to the timelines established for marks reporting.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, an adjustment may be submitted to Learner Records and Data Exchange.

School-awarded marks in diploma examination courses shall be reported to Learner Records and Data Exchange by the dates specified in the Schedules and Significant Dates section of the *Diploma Examination Program General Information Bulletin*.[1]

School-awarded marks in all non-diploma examination courses shall be reported no later than two weeks following the completion of the respective diploma examination session. Schools will receive additional instructions, as required, throughout the year.

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[1] Dates are specified in the Schedules and Significant Dates section of the *Diploma Examination Program General Information Bulletin*.

Reporting CTS Courses

Students must be individually assessed and graded on each 1-credit CTS course taken.

Schools are to report all successfully completed CTS courses to Learner Records and Data Exchange, along with an awarded mark not less than 50% for each 1-credit course. Schools also report CTS courses in which the student has an incomplete or withdrawal status. See Reporting Course Completion Status in this section.

Challenged CTS courses and waived prerequisite CTS courses are also to be reported. See Course Challenge in the Awarding Course Credits section.

Further information about CTS course completion, reporting processes and funding eligibility is provided in the *Funding Manual for School Authorities*.

Grade 12 Validation Statement

Alberta Education confirms the accuracy of each student's senior high school record by issuing a Student Record Validation Statement to each Grade 12 student. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete senior high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. For more information, see the Schedule of Activities documentation available from Learner Records and Data Exchange.

Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal to Learner Records and Data Exchange by April 30 prior to the student's anticipated year of high school completion.

Diploma Examinations Program

The Diploma Examinations Program consists of course-specific examinations based on the senior high school programs of study. Students enrolled in the following courses are required to write diploma examinations:

- Applied Mathematics 30
- Biology 30
- Chemistry 30
- English Language Arts 30-1
- English Language Arts 30-2
- Français 30-1
- French Language Arts 30-1
- Physics 30
- Pure Mathematics 30
- Science 30
- Social Studies 30-1
- Social Studies 30-2.

The final mark for diploma examination courses is determined by blending the diploma examination mark with the school-awarded mark. To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All diploma examinations are available in the French language, except for English Language Arts 30-1, English Language Arts 30-2 and Science 30. Students may elect to write either the French or English language version of the respective examination.

For more information on diploma examinations, see the following documents available on the Alberta Education website:

- *Diploma Examination Program General Information Bulletin*
- *Information for Students*—a flyer for Alberta students and teachers sent to all schools
- *Information for Parents*—a flyer for parents and school councils sent to all schools
- subject information bulletins for each course in which a diploma examination is administered.

January and June Diploma Examinations

Examinations are written at all senior high schools offering the diploma examination courses. All students currently enrolled in diploma examination courses are to be registered for the examinations with Learner Records and Data Exchange by their senior high school principals.

Mature students and students not currently enrolled in a diploma examination course who wish to write a diploma examination must register with Alberta Education. This can be achieved by completing a Diploma Examination Registration Form, available through senior high school principals, Learner Assessment, Learner Records and Data Exchange or the Alberta Education website. The registration form must be forwarded to Alberta Education by the due date, as published in the *Diploma Examination Program General Information Bulletin*.

Special writing centres outside Alberta may be authorized for the January and June examination sessions upon application to and approval by the Special Cases and Accommodations Team.

August Diploma Examinations

August diploma examinations are written only at a selected number of centres and summer schools throughout the province.

For the August administration, students not registered through a summer school will register at the time of writing their examinations.

Special writing centres outside Alberta may be authorized for the August examination session upon application to and approval by the Special Cases and Accommodations Team.

November and April Diploma Examinations

Some diploma examinations are administered in November and April to students in school programs that have been approved by the Minister of Education to administer these examinations. To be eligible to write a diploma examination in November or April, a student must currently be registered in that course and must receive a school-awarded mark in that session. Authorizations for schools offering alternate programs to administer November and April diploma examinations are coordinated through Learner Assessment.

Special writing centres outside Alberta may be authorized for the November and April examination sessions upon application to and approval by the Special Cases and Accommodations Team.

Diploma Examinations Schedules

For information on diploma examinations schedules, consult the current *Diploma Examination Program General Information Bulletin* available in all senior high schools or on the Alberta Education website.

Eligibility to Write

Students who are registered in Alberta senior high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their schools of registration.

Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.

Students who have been awarded credit previously for a course may register to write a diploma examination for that course. A student rewriting a diploma examination is required to pay a rewrite fee (see Rewrite Fees on this page).

Mature Students, as defined in the Diploma and Certificate Requirements section, may register to write the diploma examination without taking instruction.

Students who are not funded by Alberta Education or who are not on a reciprocal exchange are required to pay a fee to write a diploma examination. For more information, see the *Diploma Examination Program General Information Bulletin*.

Students who are in a Home Education Program are eligible to write diploma examinations. See the *Home Education Regulation* AR 145/2006.

Rewrite Fees

Students who intend to rewrite one or more diploma examinations are required to submit a registration form and pay a rewrite fee for each examination directly to Alberta Education. This applies whether or not students are receiving instruction in the course through day classes, evening classes, summer school or distance learning.

Students are charged a rewrite fee for a diploma examination if they have written examinations in this course within the current school year or the two school years prior to the current school year.

Students who have unpaid rewrite fees from prior examination sessions will have current payments credited toward the outstanding debts. Students are required to clear any outstanding debt before their current examination marks appear on their senior high school records.

Some diploma examinations may not be available for rewrite during certain administrations. For more information, see the *Diploma Examination Program General Information Bulletin*.

Accommodations for Students with Special Diploma Examination Writing Needs
Student Evaluation Regulation
AR 177/2003

Students with special diploma examination writing needs may require accommodations to write a diploma examination and may request approval for:

- an examination to be provided in Braille, large print or digital audio
- variation in writing time and place or mode of response
- other adjustments.

Administrators are directed to Diploma Examination Accommodations for Students contained in the Special Cases and Accommodations section of the *Diploma Examination Program General Information Bulletin*. The school principal shall make an application, together with the required documentation, to the Special Cases and Accommodations Team, according to the dates specified in the *Diploma Examination Program General Information Bulletin*.

Accommodations are applied for and granted for a specific examination administration. A renewed application for any accommodation must be made, in writing, for any subsequent administration within the given school year. Supporting documentation is required only for the initial application.

Exemption from Writing Diploma Examinations

Under specific circumstances, a partial or full exemption from the diploma examination may be granted upon application to and approval by the Special Cases and Accommodations Team. The portion not written, and approved for exemption, will be replaced with the student's school-awarded mark. See the *Diploma Examination Program General Information Bulletin* on the Alberta Education website.

Diploma Examination Results Statement

Following each diploma examination period, each student who has written one or more diploma examinations receives a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark and the final mark for each course.

Students who have unpaid examination rewrite fees are required to clear this debt before any current examination marks will appear on their senior high school records.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the final mark, for official transcript purposes, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

Reporting Results of the Provincial Assessments

The school principal must report annually to the parents of students in the school and to the school community the school's results on provincial assessments, including information on the local context and the limitations of assessments. The school principal must report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are released/web-posted annually by the Minister in the fall. Prior to this release/web-posting, a multiyear summary report containing examination results, school-awarded results and final combined results for all diploma examination administrations is provided to schools and school authorities via a secure website. Following the ministerial release, the multiyear summary reports are provided on Alberta Education's

website. For more information, schools can refer to the most recent *Guide for Education Planning and Results Reporting*.

Appeal Procedures

School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the school authority, or
- take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted to Learner Records and Data Exchange before the official release dates of Results Statements. These dates are published in the annual *Diploma Examination Program General Information Bulletin*.

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted to Learner Records and Data Exchange for approval.

Diploma Examination Marks

A student who believes that his or her diploma examination mark does not appropriately reflect his or her achievement may:

- submit a written request for a rescore to Learner Assessment, in accordance with the terms and date specified on the appropriate results statement, or
- rewrite the examination at a later administration date. Some diploma examinations may not be available for rewrite during certain administrations. For more information, see the *Diploma Examination Program General Information Bulletin*.

Rescoring a Diploma Examination

- A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Education. This fee is refunded if the examination mark increases by 5% or more as a result of rescoring.

- The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

High School Diplomas, Certificates of High School Achievement, Certificate of School Completion and Transcripts

Learner Records and Data Exchange issues the Alberta High School Diploma, the High School Equivalency Diploma, the Certificate of High School Achievement, the Certificate of Achievement or the Certificate of School Completion to students who meet the requirements. A Statement of Courses and Marks containing the entire senior high school record accompanies the diploma or certificate and is available free to students and schools.

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial high school completion or as required.

Language Versions

Diplomas, certificates, transcripts and statements of courses and marks are issued in the English language. Principals of schools with alternative French language programs (including French immersion) are expected to advise their students that they can request a French version of their Alberta High School Diplomas. Principals should submit a letter to Learner Records and Data Exchange naming those students wanting

French diplomas and transcripts. For students registered in a Francophone school, diplomas and certificates are issued in French. Transcripts in English or French may be requested.

All students receive a Statement of Courses and Marks in English only.

Provisions for Mature Students

Mature students may earn senior high school credits without holding credits for the prerequisite courses. For more information, see Mature Students in the Diploma and Certificate Requirements section.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school authority from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the receiving school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are awarded, the principal is expected to submit a "P" for pass, not a grade or percentage score.

Awarding Course Credits

Introduction

After each semester or school year, students shall be awarded credits by Alberta Education on the recommendation of the principal, subject to the following Ministry requirements:

- instruction is the responsibility of qualified teachers holding valid Alberta teaching certificates
- instructional time allocated to each subject meets the minimum times specified by Alberta Education
- the content of each subject follows that outlined in the *Senior High Schools: Program of Studies* and/or course(s) approved by the Minister and/or by the school authority
- the senior high school is operating in accordance with the *Guide to Education: ECS to Grade 12*
- student evaluation is carried out in accordance with school authority policy and is consistent with the Student Evaluation Policy
- school-awarded marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with school authority requirements. School-awarded marks are subsequently submitted to Alberta Education for recording at a time and in a manner determined by the Minister.

Rules Governing Awarding of Credits

To earn the credits attached to all senior high school courses, a student shall achieve at least 50% in each course.

Credits will not be granted for courses that a student has previously passed and for which credits have been awarded. In the case of a student repeating a course, the higher mark will appear on the transcript.

Number of Senior High School Credits in French as a Second Language and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. Students may earn any number of credits in the study of second languages, but a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma. However, for purposes other than the Alberta High School Diploma, such as preparation for the workplace, students may earn any number of credits in each second language, including French as a second language.

Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given under Transfer Points (Recommended) and Course Sequences for Senior High School in the Courses and Programs section.

Students may transfer from a lower-level sequence to a higher-level sequence. For example, in senior high school social studies, students may transfer from the 10-2, 20-2, 30-2 sequence to the 10-1, 20-1, 30-1 sequence. For specific course sequences, refer to the transfer sequence charts under Transfer Points (Recommended) and Course Sequences for Senior High School in the Courses and Programs section.

Students who transfer from a 10-1, 20-1, 30-1 sequence to a 10-2, 20-2, 30-2 sequence, or from a 10-2, 20-2, 30-2 sequence to a 10-4, 20-4 sequence, should transfer into the sequence at the next grade level; e.g., Social Studies 10-1 to Social Studies 20-2. Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10-1 and then transfer to Social Studies 20-2 will not receive credits for Social Studies 10-2.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See Retroactive Credits in this section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10-1, then successfully complete Social Studies 30-2 should receive waived credits for Social Studies 20-2 and earned credits for Social Studies 30-2.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

See Transfer Points (Recommended) and Course Sequences for Senior High School.

The school authority shall state clearly the criteria to be met by a student who wishes to change program routes.

Course Level Transfer in Diploma Examination Courses

To ensure fairness, consistency and equity, school authorities and schools must have procedures in place to govern the assignment of school-awarded marks for students who transfer their diploma course level registration.

Students taking course instruction in diploma examination courses must be registered for their diploma examinations by the dates specified by Alberta Education. Students who choose to transfer from one level to another within a subject (for example, Social Studies 30-1 to Social Studies 30-2) must do so by the dates specified in the *Diploma Examination Program General Information Bulletin*. These deadlines have been established so that there is sufficient time for school staff to assess the student's achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student and, where applicable, parents or guardians is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses must receive a final school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process of evaluation of a student's achievement in this situation would be very similar to that used to evaluate a student's achievement through the Course Challenge provision outlined in this section. For more information, see the *Diploma Examination Program General Information Bulletin*.

Prerequisite Standing

School Act, Section 39
Ministerial Order (#004/98)

In accordance with the Minister's authority under section 39 of the *School Act*, and as set out in Ministerial Order #004/98 – Goals and Standards Applicable to the Provision of Basic Education in Alberta, a student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. For more information, see Appendix 1.

Course Challenge

Course challenge is a provision that allows any senior high school student to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course.

Senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course and are ready to demonstrate that achievement can participate in a summative assessment/evaluation process. The student is given a final course mark, and, if successful, credits in that course.

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

Course challenge in diploma examination courses applies only to the school-awarded mark component of the course, and therefore will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

Senior high school students whose parents have rights under section 23 of the *Canadian Charter of Rights and Freedoms* and who are currently attending a school other than one administered by a Francophone Regional authority may challenge Français 30-1 or Français 30-2 by first registering with the nearest Francophone Regional authority for the course. For more information regarding course challenge, see Appendix 3.

Since the course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course, students would not be able to challenge courses that do not have specifically defined content in the program of studies.

The following are excluded from the course challenge provision:

- all RAP courses
- CTS courses completed in grades 7, 8 and 9
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

School authorities are required to act in accordance with Appendix 3.

Also see the *Funding Manual for School Authorities* for funding information related to the course challenge provision.

Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in Appendix 1 may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies
- judgements are made on an individual basis, not for an entire class of students
- it is in the student's best interest.

In the case of CTS, the student must present documentation that indicates that he or she has met the learning outcomes and safety requirements of the prerequisite course. This documentation could be:

- an external industry certificate
- records from a junior high class
- a letter from a previous teacher or principal
- a credible portfolio
- an existing project that demonstrates his or her skills.

The principal must also take into consideration that the prerequisite course may be one in a series of courses required for admission into a post-secondary institution or to qualify for an external industry certificate and, therefore, requires an actual grade.

For example:

- A student who is waived into English Language Arts 30-1 and successfully completes the course receives 5 earned course credits for English Language Arts 30-1 plus waived credits for English Language Arts 10-1 and English Language Arts 20-1, for a total of 15 credits.

- A student successfully completing English Language Arts 10-2, 20-2, 30-2 and English Language Arts 30-1 receives 20 credits; however, waived credits are not granted for English Language Arts 10-1 and English Language Arts 20-1 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30-1.

- A student who successfully completes English Language Arts 10-1 then earns credits for English Language Arts 30-2 should receive waived credits for English Language Arts 20-2.

Upon successful completion of the next or higher ranking course in a given sequence, the principal shall report to Learner Records and Data Exchange any waived prerequisite course or courses. Credits are then granted for the waived prerequisite course or courses, and a "P" for pass is recorded on the student's record and transcript.❶ The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the principal.

When it is in the best interest of the student to receive both credits and a mark for a course (other than a "P" for pass), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see School Organization in the Senior High School section) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

Exceptions

The waiver provision outlined in the previous section does not apply to the following courses:

- all locally developed/acquired and authorized courses
- Physical Education 10
- Registered Apprenticeship Program 15–25–35
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

Retroactive Credits

This section applies to all students except mature students. See the criteria for mature students under Mature Students in the Diploma and Certificate Requirements section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher-level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.

The following chart presents the only courses toward which retroactive credits may be applied.

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❶ A "P" for pass mark is not taken into consideration in the calculation of averages for the Alexander Rutherford Scholarships for High School Achievement or for post-secondary entrance.

COURSES ELIGIBLE FOR RETROACTIVE CREDITS❶

Registered Course Reported Failed Semester/School Year: A	Alternative Course Passed Semester/School Year: B	Alternative Retroactive Credits Semester/School Year: B
English Language Arts English Language Arts 20-1 English Language Arts 10-1 English Language Arts 10-2	English Language Arts 30-2 English Language Arts 20-2 English Language Arts 20-4	English Language Arts 20-2 English Language Arts 10-2 English Language Arts 10-4
Français Français 10-1 Français 20-1 Français 10-2	Français 20-2 Français 30-2 Français 20-4	Français 10-2 Français 20-2 Français 10-4
French Language Arts French Language Arts 10-1 French Language Arts 20-1	French Language Arts 20-2 French Language Arts 30-2	French Language Arts 10-2 French Language Arts 20-2
French (FSL) French Language Arts 10-2 French 10-9Y	French 30-9Y French 30-3Y	French 20-9Y, 10-9Y French 20-3Y, 10-3Y
Mathematics Pure Mathematics 10 Pure Mathematics 10 Applied Mathematics 10 Mathematics 14 Mathematics Preparation 10 Pure Mathematics 20 Mathematics 10C Mathematics 10-3 Mathematics 20-1❷ Mathematics 20-2❷	Applied Mathematics 20 Mathematics 24 Mathematics 24 Mathematics 20-4 Mathematics 24 Applied Mathematics 30 Mathematics 20-3 Mathematics 20-4 Mathematics 30-2❸ Mathematics 30-3❸	Applied Mathematics 10 Mathematics 14 Mathematics 14 Mathematics 10-4 Mathematics 14 Applied Mathematics 20 Mathematics 10-3 Mathematics 10-4 Mathematics 20-2❷ Mathematics 20-3❷
Social Studies Social Studies 10-1 (10) Social Studies 20-1 (20) Social Studies 10-2 (13)	Social Studies 20-2 (23) Social Studies 30-2 (33) Social Studies 20-4 (26)	Social Studies 10-2 (13) Social Studies 20-2 (23) Social Studies 10-4 (16)
Science Science 10 Science 14	Science 24 Science 20-4	Science 14 Science 10-4

❶ The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.
❷ Mathematics 20-1, 20-2 and 20-3 will be implemented in 2011.
❸ Mathematics 30-1, 30-2 and 30-3 will be implemented in 2012.

Courses for which retroactive credits have been granted will be recorded as "P" for pass on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A"/School Year "A."

- At the end of Semester "A"/School Year "A," the principal reports that the student has failed in the registered course. A mark of less than 50% must be reported and recorded on the student's file for the student to be eligible for retroactive credits in the following years.

- Pursuant to a specific school authority promotion policy, the student is registered by the principal in the next higher-level course in an alternative sequence in the following Semester "B"/School Year "B."

- The principal subsequently submits to <u>Learner Records and Data Exchange</u>, in the appropriate reporting period for Semester "B"/School Year "B," a pass mark in the higher-level alternative course completed.

A student who has obtained credits for any course within the series Français 10-1, 20-1, 30-1 or Français 10-2, 20-2, 30-2, or for any course within the series French Language Arts 10-1, 20-1, 30-1 or French Language Arts 10-2, 20-2, 30-2 may not challenge any French as a second language courses.

Special Cases Committee

Frame of Reference of the Committee

Student Evaluation Regulation
AR 177/2003

The Minister, under section 12 of the *Student Evaluation Regulation*, appoints members of the Special Cases Committee. The Committee addresses matters that require the interpretation and application of Alberta Education policy relative to an individual's program.

All other avenues of appeal are to be explored at their school authority level and with the Special Cases and Accommodations Team before making an appeal to this provincial body. On receipt of a decision of the Special Cases Committee, the person who made the request(s) may request in writing that the Minister of Education review the decision.

Membership of the Committee

The Minister appoints members of the Special Cases Committee. The Committee is chaired by the Director, Special Cases and Accommodations, and is comprised of four other directors of Alberta Education, or their designates, as approved by the chair.

Responsibilities of the Committee

The Committee is responsible for hearing appeals resulting from decisions on matters, including the following:

- rulings related to disputed out-of-province high school credit decisions
- ruling on disputed evaluation, results of evaluations or diploma requirements

- ruling on student evaluations or diploma requirements where no Alberta Education policy or precedent exists
- determining the mature student status of individuals
- reviewing disputed retroactive credits
- determining permitted practice variations for students writing diploma examinations
- reviewing any other decision that the Special Cases Committee considers appropriate under the circumstances.

Directions for Contacting the Committee

Individuals who have explored all other avenues of appeal at their school authority level and with the Special Cases and Accommodations Team may apply, in writing, for their case to be reviewed by the Special Cases Committee. The written submission should provide reasons for the appeal and a rationale in support of the appeal.

Individuals making an appeal to the Special Cases Committee must advise the principal of the school and the superintendent, if applicable, of the school authority where the individual received instruction.

Upon receiving notice of an appeal to the Special Cases Committee, the principal of the school must submit a written report to the Special Cases Committee outlining recommendations related to the appeal. The Special Cases Committee is scheduled to meet the third Thursday of every month.

Students shall be informed of their right of appeal to the Special Cases Committee.

For more information on the Special Cases Committee, contact the Executive Secretary, Special Cases Committee, Learner Assessment.

RESOURCES AND SERVICES:
Learning and Teaching Resources

Introduction

School Act, Section 39(1)

Learning and teaching resources are those print, nonprint and digital materials used by students and/or teachers to facilitate learning and teaching. Many learning and teaching resources—publisher developed, Alberta Education developed and Alberta teacher developed—are available for use in implementing school programs.

Alberta Education authorizes learning and teaching resources in four categories:

- student basic resources
- student support resources
- teaching resources
- distributed learning resources.

Authorization indicates that the resources meet Alberta Education's evaluation criteria (e.g., curriculum congruency, instructional and technical design, Recognizing Diversity and Promoting Respect, preference for Canadian content, First Nations, Métis and Inuit Content Validation); however, authorized resources do not need to be used in program delivery.

A database of all authorized learning and teaching resources is available on the Alberta Education website. Most authorized learning and teaching resources are available for purchase from the Learning Resources Centre (LRC).

For more information on authorized learning and teaching resources, contact the Division Planning and Standards Sector – Digital Design and Resource Authorization. For information on French-language authorized learning and teaching resources, contact French Language Education Services.

Student Basic Resources

Student basic resources are high quality learning resources intended for children and students in Kindergarten to Grade 12. These resources best meet the evaluation criteria and address the majority of general and specific outcomes of a course(s), substantial components of a course(s) or general outcomes across two or more grades, subject areas or programs, as outlined in the provincial programs of study. Student basic resources may include any resource format, such as print, computer software, audio, video, digital or manipulatives.

Student Support Resources

Student support resources are high quality learning resources intended for children and students in Kindergarten to Grade 12. These resources best meet the evaluation criteria and address some of the general or specific outcomes of a course(s) or components of a course(s), or address the general or specific outcomes across two or more grades, subject areas or programs, as outlined in the provincial programs of study. Student support resources may include any resource format, such as print, computer software, audio, video, digital or manipulatives.

Teaching Resources

Authorized teaching resources are high quality resources intended for teachers. These resources best meet the evaluation criteria and support the implementation of courses or programs of study, or educational initiatives, and the attainment of the goals of education. Teaching resources may include any resource format, such as print, computer software, audio, video, digital or manipulatives.

Distributed Learning Resources

Distributed learning resources are high quality learning resources intended for the development and delivery of distributed learning in Alberta's ECS to Grade 12 educational institutions. Distributed learning resources can be used to support 21st century learning everywhere, independent of time and location, and can be used by children/students in a variety of different learning environments. These resources are available in print and online formats. They meet the evaluation criteria and address the majority of general and specific outcomes of a course as outlined in the provincial programs of study.

Locally Developed/Acquired Instructional Materials
School Act, Sections 39, 60(2)(b)

A school board may develop or acquire instructional materials for use in programs or in schools, under section 60(2)(b) of the *School Act*, subject to the provisions of section 39.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum congruency, instructional and technical design, Recognizing Diversity and Promoting Respect, preference for Canadian content and First Nations, Métis and Inuit Content Validation.

Learning Resources Centre (LRC)

The LRC facilitates schools and school authorities' equitable access to affordable learning and teaching resources in print and digital format and technology products to support students' learning and success. In addition to enabling savings on learning resource purchases, the LRC also provides support services for children/students with vision loss. This includes alternate format learning resources and special equipment loan service. It also provides schools access to the online digital textbook repository for students with special needs.

The LRC's online ordering services, available 24 hours a day, provides a comprehensive range of resources and technology products for purchase. This includes:

- student basic resources
- student support resources
- authorized teaching resources
- distributed learning course resources
- English, French and other languages instructional materials
- career resources
- authorized and recommended video programs
- general learning resources; e.g., maps, atlases, globes, dictionaries, thesauri, calculators
- other learning and teaching resources not reviewed by Alberta Education but made available in response to school authorities requests; e.g., mathematics manipulatives, standardized test materials
- audio titles for eligible students with perceptual disabilities
- Alberta Education publications; e.g., programs of study and the *Guide to Education: ECS to Grade 12*
- selected technology products.

To access online ordering services, visit the LRC website or e-mail: lrccustserv@gov.ab.ca.

Learning Resources Credit Allocation

The Learning Resources Credit Allocation (LRCA) covers 25% of a purchase by eligible school authorities, including accredited private schools and Federal government-administered First Nations and band-operated schools. The LRCA credit can be applied to learning and teaching resources purchased from the LRC.

For more information, see the *Funding Manual for School Authorities*.

Early Order Discount Program

The LRC's Early Order Discount (EOD) Program enables schools and school authorities to order resources between January 1 and May 15 of each year and receive an additional 10% discount on EOD eligible learning resources.

Schools and school authorities can maximize savings by combining the 25% LRCA credit with the EOD program 10% discount for a total savings of 35%.

Technology Products and Software

Schools can acquire selected technology products at education pricing levels. Educational Standing Offer (ESO) products currently available through the LRC include electronic whiteboard technology, videoconference technology and boardmaker software.

Another technology software available for teachers is Microsoft Office – Work-at-Home Rights (WAHR).

To access technology products and software, visit the LRC website.

Services for Children/Students with Visual Impairments

For children/students who are blind or visually impaired, the LRC produces and loans to schools alternate format learning resources (e.g., braille, electronic text, large print and digital audio), learning kits and special equipment (e.g., braillers, computers with braille input/output, closed-circuit televisions [CCTVs]). To borrow alternate format materials or special equipment, visit the LRC website.

To access the special equipment online training modules, visit the Vision Education website.

Digital Textbook Repository for Students with Special Education Needs

The digital repository houses grades 4 to 12 student basic textbooks in the four core subject areas. School staff can access digital, PDF textbook files with a user ID and password for use by eligible students with learning, cognitive, physical and vision loss-type disabilities. To access the repository, visit the LRC website.

Materials from Learner Assessment

Learner Assessment provides a variety of support materials to teachers and students. For more information, see the *Diploma Examination General Information Bulletin* or the *Achievement General Information Bulletin*.

Resources from the Curriculum Sector – Distributed Learning

The Curriculum Sector – Distributed Learning (DL) is responsible for the design, development and production of provincially authorized distributed learning resources for grades 1 to 12. Print and digital courseware are designed for distributed and distance learning environments and can be used in a variety of settings; e.g., distance, home education, classroom, blended. DL resources, both print and online, are designed in a modular format, with each module consisting of student-centred learning resources that motivate and guide students as they work through a variety of learning experiences, assessment opportunities and integrated multimedia. Archived multimedia and PDF files of all print distributed learning packages are made available to registered teachers in Alberta at LearnAlberta.ca. Online courses are also available for teachers in Alberta to download from LearnAlberta.ca.

LearnAlberta.ca

LearnAlberta.ca offers engaging digital learning and teaching resources for Alberta's ECS to Grade 12 community. These multimedia resources can be accessed from any computer with a high-speed Internet connection. Visitors must sign in to access the full complement of resources. Jurisdiction usernames and passwords are distributed to school authorities and school principals each August.

Contacts

Alberta Education Branch/Unit Contacts

Alberta Education can be contacted in a number of ways.

To be connected by telephone toll-free from anywhere in Alberta, dial 310–0000 and ask the operator for the desired number.

Communications
Telephone: 780–422–4495
Fax: 780–427–0591

The electronic address (URL) for Alberta Education on the Internet is education.alberta.ca/.

Unless otherwise noted, the mailing address for Alberta Education branches is:

44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta
T5J 5E6

Business Planning and Performance Reporting
9th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 780–422–0870
Fax: 780–422–0880

Cross-Ministry Services
Telephone: 780–422–9423
Fax: 780–644–2284

Curriculum Sector
Arts, Communications and Citizenship
Telephone: 780–427–2984
Fax: 780–422–3745
Distributed Learning
Telephone: 780–674–5350
Fax: 780–674–6561
Mathematics and Science
Telephone: 780–427–2984
Fax: 780–422–3745

Division Planning and Standards Sector
Digital Design and Resource Authorization
Telephone: 780–427–2984
Fax: 780–422–3745

Early Learning
Telephone: 780–422–9423
Fax: 780–422–3745

Field Services – Zone 1
Telephone: 780–427–5394
Fax: 780–422–9682

Field Services – Zone 2/3
Telephone: 780–427–9296
Fax: 780–422–9682

Field Services – Zone 4
Telephone: 780–427–5381
Fax: 780–422–9682

Field Services – Zone 5
Telephone: 780–415–9312
Fax: 780–422–9682

Field Services – Zone 6
Telephone: 780–427–5377
Fax: 780–422–9682

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306

French Language Education Services
(for Francophone Regional authorities)
Telephone: 780–427–2940
Fax: 780–422–1947

International Education Services
Telephone: 780–427–2035
Fax: 780–644–2284

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200

Learner Records and Data Exchange
- **Help Desk**
  Telephone: 780–427–5318
  Fax: 780–427–1179

- **Student Enrolment and Marks**
  Telephone: 780–422-9337
  Fax: 780–427–4708

- **Transcripts and Diplomas**
  Telephone: 780–427-5736
  Fax: 780–422–2137

Learning Resources Centre
12360 – 142 Street NW
Edmonton, Alberta
T5L 4X9
Telephone: 780–427–2767 (press Option 1)
Fax: 780–422–9750
E-mail: lrccustserv@gov.ab.ca
Internet: www.lrc.education.gov.ab.ca

Professional Standards
Telephone: 780–427–2045
Fax: 780–422–4199

School Accreditation and Disputes Resolution
Telephone: 780–427–7235
Fax: 780–427–5930

School Finance
8th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 780–427–2055
Fax: 780–427–2147

School Research and Improvement
Telephone: 780–427–3160
Fax: 780–415–2481

Special Cases and Accommodations
Telephone: 780–427–0010
Fax: 780–422–4889

Special Education
Telephone: 780–422–6326
Fax: 780–422–2039

School Technology
Telephone: 780–427–9001
Fax: 780–415–1091

Other Contacts

Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T7N 1P4
Telephone: 780–674–5333
Fax: 780–674–7593
Toll-free: 1–866–774–5333

Edmonton Office for Alberta Distance Learning Centre
HSBC Building
Suite 300, 10055 – 106 Street
Edmonton, Alberta
T5J 2Y2
Telephone: 780–452–4655
Fax: 780–427–3850
Toll-free: 1–866–774–5333 (ext. 6100)

Calgary Office for Alberta Distance Learning Centre
341 – 58 Avenue SE
Calgary, Alberta
T2H 0P3
Telephone: 403–290–0977
Fax: 403–290–0978
Toll-free: 1–866–774–5333 (ext. 6200)

Alberta Scholarship Programs
4th Floor, Sterling Place
9940 – 106 Street
Edmonton, Alberta
T5J 4R4
Telephone: 780–427–8640
Fax: 780–427–1288

Apprenticeship and Industry Training
10[th] Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 780–427–8765
Fax: 780–422–7376
Internet: http://www.advancededucation.
gov.ab.ca/planning.aspx

Queen's Printer Bookstore
Main Floor, Park Plaza
10611 – 98 Avenue
Edmonton, Alberta
T5K 2P7
Telephone: 780–427–4952
Fax: 780–452–0668

Documents and Website Addresses Referenced in the *Guide*

Documents

- *Achievement Testing Program General Information Bulletin*
  http://education.alberta.ca/admin/testing/achievement/achievementbulletin.aspx

- *Affirming Francophone Education: Foundations and Directions, A Framework for French First Language Education*
  http://education.alberta.ca/media/524844/cadreeng.pdf

- *Alberta Education Business Plans*
  http://education.alberta.ca/department/businessplans.aspx

- *Alberta Human Rights Act*
  http://www.qp.alberta.ca/574.cfm?page=A25P5.cfm&leg_type=Acts&isbncln=9780779745043

- *Alberta School Council Resource Manual*
  http://education.alberta.ca/media/464094/scm.pdf

- Alberta Scholarship Programs
  http://alis.alberta.ca/hs/fo/scholarships/scholarships.html

- *Alternative Programs Handbook*
  http://education.alberta.ca/media/434640/altproghandbook.pdf

- Career and Technology Studies
  http://education.alberta.ca/teachers/program/cts.aspx

- *Canadian Charter of Rights and Freedoms*
  http://laws.justice.gc.ca/en/charter/1.html

- *Charter Schools Handbook*
  http://education.alberta.ca/media/434258/charter_hndbk.pdf

- *Child, Youth and Family Enhancement Act*
  http://www.qp.alberta.ca/574.cfm?page=c12.cfm&leg_type=Acts&isbncln=9780779739424

- *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*
  http://education.alberta.ca/media/929730/abor.pdf

- *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*
  http://wncp.ca/media/44395/framework.pdf

- *The Common Curriculum Frameworks for International Languages: Western Canadian Protocol for Collaboration in Basic Education*
  http://education.alberta.ca/teachers/program/interlang/docs.aspx

- *Corrections and Conditional Release Act*
  http://laws.justice.gc.ca/en/C-44.6/FullText.html

- Daily Physical Activity
  http://education.alberta.ca/teachers/resources/dpa.aspx

- *Daily Physical Activity: A Handbook for Grades 1–9 Schools*
  http://education.alberta.ca/teachers/program/pe/resources/dpahandbook.aspx

- *Diploma Examination Program General Information Bulletin*
  http://education.alberta.ca/admin/testing/diplomaexams/diplomabulletin.aspx

- *English as a Second Language Alberta Authorized Resource List, Grades 10–12*
  http://education.alberta.ca/media/616793/eslres.pdf

- *English as a Second Language Kindergarten to Grade 9 Guide to Implementation*
  http://education.alberta.ca/media/507659/eslkto9gi.pdf

- *English as a Second Language Senior High School Guide to Implementation*
  http://education.alberta.ca/media/653515/esl_shgi.pdf

- *First Nations, Métis and Inuit Education Policy Framework*
  http://education.alberta.ca/teachers/fnmi/policies/fnmipolicy/toc.aspx

- *First Nations, Métis and Inuit School–Community Learning Environment Project*
  http://education.alberta.ca/media/164304/sclep%20promising%20practices%20report.pdf

- *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning*
  http://education.alberta.ca/media/313361/focusoninquiry.pdf

- *Francisation*
  http://education.alberta.ca/francais/teachers/progres/core/francisation.aspx

- *Francophone Education*
  http://education.alberta.ca/francais.aspx

- *Freedom of Information and Protection of Privacy Act*
  http://www.qp.alberta.ca/574.cfm?page=2008_186.cfm&leg_type=Regs&isbncln=9780779741564

- *Funding Manual for School Authorities*
  http://education.alberta.ca/admin/funding/manual.aspx

- *Government Organization Act*
  http://www.qp.alberta.ca/574.cfm?page=g10.cfm&leg_type=Acts&isbncln=9780779740758

- Green Certificate Program
  http://education.alberta.ca/teachers/program/green.aspx

- *Guide de l'éducation, Manuel de la maternelle à la 12ᵉ année*
  http://education.alberta.ca/francais/admin/franco/guide.aspx

- *Guide to Education: ECS to Grade 12*
  http://education.alberta.ca/admin/resources/guidetoed.aspx

- *Guide for Education Planning and Results Reporting*
  http://education.alberta.ca/media/441524/SchoolBoardGuideFinalMar06-07.pdf

- *Guidelines for HIV/AIDS in Education Settings*
  http://education.alberta.ca/admin/resources.aspx

- *Guidelines for Interpreting the Achievement Test Multiyear Reports*
  http://education.alberta.ca/apps/testing/ach/achguide_multi.htm

- *High School Course/Mark User Guide*
  http://education.alberta.ca/media/736927/highschoolcoursemarkuserguide.pdf

- *Home Education Handbook*
  http://education.alberta.ca/media/348126/homeedhbk2007.pdf

- *Implementation Schedule for Programs of Study and Related Activities*
  http://education.alberta.ca/media/449087/impshed.pdf

- Information and Communication Technology (ICT)
  http://education.alberta.ca/teachers/program/ict.aspx

- *Information for Parents About Writing Diploma Examinations*
  http://education.alberta.ca/parents/resources/exams.aspx

- *Information for Students Planning to Write Diploma Examinations*
  http://education.alberta.ca/students/exams.aspx

- *Kindergarten Program Statement*
  http://education.alberta.ca/media/312892/kindergarten.pdf

- *Knowledge and Employability Courses Handbook, Grades 8–12*
  http://education.alberta.ca/teachers/program/know/programs.aspx

- *Learning Resources Centre Resources Catalogue*
  www.lrc.education.gov.ab.ca

- *Off-campus Education Guide for Administrators, Counsellors and Teachers*
  http://education.alberta.ca/media/616821/offcampus.pdf

- *Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners*
  http://education.alberta.ca/media/511990/words.pdf

- *Outreach Programs Handbook*
  http://education.alberta.ca/media/434525/outreachproghandbook.pdf

- *Parent Guide to Provincial Achievement Testing for Grade 3*
  http://education.alberta.ca/parents/resources/exams.aspx

- *Parent Guide to Provincial Achievement Testing for Grade 6*
  http://education.alberta.ca/parents/resources/exams.aspx

- *Parent Guide to Provincial Achievement Testing for Grade 9*
  http://education.alberta.ca/parents/resources/exams.aspx

- *Personal Information Protection Act*
  http://www.qp.gov.ab.ca/documents/Acts/P06P5.cfm?frm_isbn=0779737415
  http://pipa.alberta.ca/

- *Policy and Requirements for Charter School Planning and Results Reporting*
  http://education.alberta.ca/media/1220345/2010charterschoolplanningguide.pdf

- *Policy and Requirements for School Board Planning and Results Reporting*
  http://education.alberta.ca/media/1216763/feb2010schoolboardplanningguide.pdf

- *Practice Review of Teachers Regulation*
  http://www.qp.alberta.ca/574.cfm?page=2010_011.cfm&leg_type=Regs&isbncln=9780779747917

- Program of Studies: Elementary Schools
  http://education.alberta.ca/teachers.aspx

- Program of Studies: Junior High Schools
  http://education.alberta.ca/teachers.aspx

- Program of Studies: Senior High Schools
  http://education.alberta.ca/teachers.aspx

- *Promising Practices in First Nations, Métis and Inuit Education: Case Studies*
  http://education.alberta.ca/media/164222/case%20studies%20text.pdf

- Quick Reference Code Table – High School Course/Marks
  http://education.alberta.ca/media/584704/quick_reference_codetables_highschoolcoursemarks.pdf

- *Registered Apprenticeship Program Information Manual*
  http://education.alberta.ca/media/618629/rapinfoman.pdf

- *Remembrance Day Act*
  http://www.qp.alberta.ca/574.cfm?page=R16.cfm&leg_type=Acts&isbncln=0779703499

- *Requirements for Special Education in Accredited-Funded Private Schools*
  http://education.alberta.ca/media/435309/requirementsSE.pdf

- *Safety in the Science Classroom*
  http://www.education.alberta.ca/teachers/program/science.aspx

- *School Act*
  http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941

- *School Authority Planning and Reporting: Reference Guide*
  http://education.alberta.ca/media/1216771/refguide-schoolauthorityplanning.pdf

- *Standards for the Provision of Early Childhood Special Education*
  http://education.alberta.ca/media/452316/ecs_specialedstds2006.pdf

- *Standards for Special Education, Amended June 2004*
  http://education.alberta.ca/media/511387/specialed_stds2004.pdf

- *Student Information System (SIS) User Guide*
  http://education.alberta.ca/media/511491/sis_user_guide.pdf

- *Student Learning—Career Planner Information Booklet*
  http://education.alberta.ca/media/646595/cardir.pdf

- *Teaching Profession Act*
  http://www.qp.alberta.ca/574.cfm?page=T02.cfm&leg_type=Acts&isbncln=9780779727797

- Tools4Teachers
  http://www.learnalberta.ca

- *Youth Criminal Justice Act*
  http://laws.justice.gc.ca/en/Y-1.5/FullText.html

Other Websites

- Advanced Placement
  www.ap.ca

- Alberta Advanced Education and Technology
  www.advancededandtech.alberta.ca

- Alberta Distance Learning Centre
  www.adlc.ca

- Alberta Education
  http://education.alberta.ca/

- Alberta Initiative for School Improvement (AISI)
  http://education.alberta.ca/admin/aisi.aspx

- Alberta Learning Information Services (ALIS)
  www.alis.alberta.ca

- Alberta Regional Professional Development Consortia
  www.arpdc.ab.ca

- Alberta Scholarship Programs
  www.alis.alberta.ca/hs/fo/scholarships/scholarships.html

- Apprenticeship and Industry Training
  www.tradesecrets.gov.ab.ca

- Authorized Resources Database
  http://education.alberta.ca/apps/lrdb/

- Council of Ministers of Education, Canada (CMEC)
  www.cmec.ca

- International Baccalaureate Organization
  www.ibo.org

- LearnAlberta.ca
  www.learnalberta.ca

- Learning Resources Centre
  www.lrc.education.gov.ab.ca

- Provincial Testing
  http://education.alberta.ca/admin/testing.aspx

- Queen's Printer Bookstore
  www.qp.gov.ab.ca

- Rutherford Scholars
  http://alis.alberta.ca/hs/fo/scholarships/info.html?EK=44

- Vision Education Alberta Website
  www.vision.alberta.ca

APPENDICES

Appendix 1: Provincially Authorized Senior High School Courses and Course Codes

Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol ⌐ used to indicate a prerequisite that leads to more than one course. Course credits are shown in parentheses.

Prerequisite courses are identified on the Alberta Education Extranet site and in the program of studies for each CTS strand.

Implementation years are noted in the table of contents of the *Program of Studies: Senior High Schools* and further documented in the footers of individual courses and programs of study.

Note: Newly approved courses and course codes will be shown with a colour-shaded background in the online version.

Grade 10	Grade 11	Grade 12
LANGUAGE ARTS		
English Language Arts		
ELA1105 English Language Arts 10-1 ....(5)	ELA2105 English Language Arts 20-1 .... (5)	ELA3105 English Language Arts 30-1 ....(5)
ELA1104 English Language Arts 10-2 ....(5)	ELA2104 English Language Arts 20-2 ....(5)	ELA3104 English Language Arts 30-2............(5)
ESL1120 English as a Second Language 10–Level 1 ...no credits❶		
ESL1121 English as a Second Language 10–Level 2 .... (5) ❶		
ESL1122 English as a Second Language 10–Level 3 .... (5) ❶		
ESL1123 English as a Second Language 10–Level 4 .... (5) ❶		
ESL1125 English as a Second Language 10–Level 5 ...no credits❶		
Français		
FRA1301 Français 10-1 ....(5)	FRA2301 Français 20-1...............................(5)	FRA3301 Français 30-1 ....(5)
FRA1314 Français 10-2 ....(5)	FRA2314 Français 20-2...............................(5)	FRA3314 Français 30-2................................(5)

❶ Proficiency level determines entry point.

Grade 10	Grade 11	Grade 12
LANGUAGES		
Immersion and Bilingual Programs		
CLA1485 Chinese Language Arts 10 ......(5)	CLA2485 Chinese Language Arts 20 ..... (5)	CLA3485 Chinese Language Arts 30.......... (5)
FLA1304 French Language Arts 10-1 .....(5)	FLA2304 French Language Arts 20-1.... (5)	FLA3304 French Language Arts 30-1 .... (5)
FLA1132 French Language Arts 10-2.....(5)	FLA2132 French Language Arts 20-2.... (5)	FLA3132 French Language Arts 30-2 .... (5)
GLA1484 German Language Arts 10 ......(5)	GLA2484 German Language Arts 20 ..... (5)	GLA3484 German Language Arts 30.......... (5)
ULA1486 Ukrainian Language Arts 10 ...(5)	ULA2486 Ukrainian Language Arts 20 .. (5)	ULA3486 Ukrainian Language Arts 30....... (5)
SLA1507 Spanish Language Arts 10.......(5)	SLA2507 Spanish Language Arts 20...... (5)	SLA3507 Spanish Language Arts 30.......... (5)
FNMI Language and Culture Courses		
BLC1369 Blackfoot Language and Culture 10...............................(5)	BLC2369 Blackfoot Language and Culture 20.............................. (5)	BLC3369 Blackfoot Language and Culture 30................................. (5)
CLC1488 Cree Language and Culture 10-3Y ....(5)	CLC2488 Cree Language and Culture 20-3Y .... (5)	CLC3488 Cree Language and Culture 30-3Y .... (5)
CLC1489 Cree Language and Culture 10-6Y ....(5)	CLC2489 Cree Language and Culture 20-6Y .... (5)	CLC3489 Cree Language and Culture 30-6Y .... (5)
CLC1490 Cree Language and Culture 10-9Y ....(5)	CLC2490 Cree Language and Culture 20-9Y .... (5)	CLC3490 Cree Language and Culture 30-9Y .... (5)
French as a Second Language courses		
		FSL3309 French 30.................................. (5)
		FSL3306 French 31A.............................. (5)
		FSL3307 French 31B.............................. (5)
		FSL3308 French 31C.............................. (5)
FSL1093 French 10-3Y ....(5)	FSL2093 French 20-3Y .... (5)	FSL3093 French 30-3Y .... (5)
FSL1099 French 10-9Y ....(5)	FSL2099 French 20-9Y .... (5)	FSL3099 French 30-9Y .... (5)
International Languages: Language and Culture		
CHI1094 Chinese Language and Culture 10-3Y ....(5)	CHI2094 Chinese Language and Culture 20-3Y .... (5)	CHI3094 Chinese Language and Culture 30-3Y .... (5)
CHI1096 Chinese Language and Culture 10-6Y ....(5)	CHI2096 Chinese Language and Culture 20-6Y .... (5)	CHI3096 Chinese Language and Culture 30-6Y .... (5)
GER1315 German Language and Culture 10-3Y ....(5)	GER2315 German Language and Culture 20-3Y .... (5)	GER3315 German Language and Culture 30-3Y .... (5)
GER1047 German Language and Culture 10-6Y ....(5)	GER2047 German Language and Culture 20-6Y .... (5)	GER3047 German Language and Culture 30-6Y .... (5)
ITA1322 Italian Language and Culture 10-3Y ....(5)	ITA2322 Italian Language and Culture 20-3Y .... (5)	ITA3322 Italian Language and Culture 30-3Y .... (5)
ITA0012 Italian Language and Culture 10-6Y ....(5)	ITA0022 Italian Language and Culture 20-6Y .... (5)	ITA0032 Italian Language and Culture 30-6Y .... (5)
JLC1097 Japanese Language and Culture 10-3Y ....(5)	JLC2097 Japanese Language and Culture 20-3Y .... (5)	JLC3097 Japanese Language and Culture 30-3Y .... (5)
JLC1098 Japanese Language and Culture 10-6Y ....(5)	JLC2098 Japanese Language and Culture 20-6Y .... (5)	JLC3098 Japanese Language and Culture 30-6Y .... (5)
LAT1325 Latin 10.................................(5)	LAT2325 Latin 20 .... (5)	LAT3325 Latin 30 .... (5)
SPN1345 Spanish Language and Culture 10-3Y ....(5)	SPN2345 Spanish Language and Culture 20-3Y .... (5)	SPN3345 Spanish Language and Culture 30-3Y .... (5)
SPN1349 Spanish Language and Culture 10-6Y ....(5)	SPN2349 Spanish Language and Culture 20-6Y ..... (5)	SPN3349 Spanish Language and Culture 30-6Y .... (5)
ULC1089 Ukrainian Language and Culture 10-3Y ....(5)	ULC2089 Ukrainian Language and Culture 20-3Y .... (5)	ULC3089 Ukrainian Language and Culture 30-3Y .... (5)
ULC1091 Ukrainian Language and Culture 10-6Y ....(5)	ULC2091 Ukrainian Language and Culture 20-6Y .... (5)	ULC3091 Ukrainian Language and Culture 30-6Y .... (5)

Grade 10	Grade 11	Grade 12
MATHEMATICS		
MAT1791 Mathematics 10C ....(5)		
	MAT2037 Pure Mathematics 20..............(5)	MAT3037 Pure Mathematics 30.................(5)
	MAT2039 Pure Mathematics 20B ....(5)	
	MAT2038 Applied Mathematics 20 ....(5)	MAT3038 Applied Mathematics 30.............(5)
	MAT2040 Applied Mathematics 20B......(5)	
		MAT3211 Mathematics 31❶......................(5)
MAT1793 Mathematics 10-3 ....(5)		
	MAT2225 Mathematics 24 ....(5)	
SCIENCE		
	⎡SCN2231 Biology 20................................(5)	SCN3230 Biology 30.................................(5)
SCN1270 Science 10...............................(5) —⎨ SCN2796 Chemistry 20.............................(5)	SCN3796 Chemistry 30.............................(5)
	SCN2797 Physics 20 ....(5)	SCN3797 Physics 30.................................(5)
	⎣SCN2270 Science 20.................................(5)	SCN3270 Science 30.................................(5)
SCN1288 Science 14...............................(5)	SCN2288 Science 24.................................(5)	
SOCIAL STUDIES		
SST1771 Social Studies 10-1..................(5)	SST2771 Social Studies 20-1...................(5)	SST3771 Social Studies 30-1....................(5)
SST1772 Social Studies 10-2..................(5)	SST2772 Social Studies 20-2...................(5)	SST3772 Social Studies 30-2....................(5)
CAREER AND LIFE MANAGEMENT (CALM)		
	PED0770 Career and Life Management ....(3)	
PHYSICAL EDUCATION		
PED1445 Physical Education 10❷............(3) (4) (5)	PED2445 Physical Education 20 ....(3) (4) (5)	PED3445 Physical Education 30 ....(3) (4) (5)
FINE ARTS		
FNA1400 Art 10 ....(3) (4) (5)	FNA2400 Art 20 ....(3) (4) (5)	FNA3400 Art 30 ....(5)
FNA1405 Art 11 ....(3) (4) (5)	FNA2405 Art 21 ....(3) (4) (5)	FNA3405 Art 31 ....(5)
FNA1410 Drama 10 ....(3) (5)	FNA2410 Drama 20 ....(3) (5)	FNA3410 Drama 30 ....(5)
FNA1420 Choral Music 10 ....(3) (5)⎤	⎡FNA2420 Choral Music 20 ....(3) (5)	FNA3420 Choral Music 30 ....(5)
FNA1424 General Music 10 ....(3) (5) ⊢—⎨FNA2424 General Music 20 ....(3) (5)	FNA3424 General Music 30 ....(3) (5)
FNA1425 Instrumental Music 10.........(3) (5)⎦	⎣FNA2425 Instrumental Music 20 ....(3) (5)	FNA3425 Instrumental Music 30 ....(5)

❶ Pure Mathematics 30 is a prerequisite for Mathematics 31; however, Pure Mathematics 30 may be taken as a corequisite for Mathematics 31

❷ The waiver of prerequisite provision does not apply to Physical Education 10.

Grade 10	**Grade 11**	**Grade 12**
SOCIAL SCIENCES		
	SSN2155 Political Thinking 20 ....(3)	
	SSN2156 Comparative Government 20 ....(3)	
	SSN2160 Religious Ethics 20..................(3)	
	SSN2161 Religious Meanings 20 ....(3)	
	SSN2166 Local and Canadian Geography 20 ....(3)	
	SSN2171 Personal Psychology 20...........(3)	
	SSN2172 General Psychology 20 ....(3)	
	SSN2176 General Sociology 20...............(3)	
	SSN2177 Sociological Institutions 20..........................(3)	
	SSN2181 Origins of Western Philosophy 20 ....(3)	
	SSN2182 Contemporary Western Philosophy 20..........................(3)	
	SSN2185 Western Canadian History 20................................(3)	
	SSN2186 Canadian History 20 ....(3)	
	SSN2187 Economics for Consumers 20 ....(3)	
		SSN3156 International Politics 30 ....(3)
		SSN3161 World Religions 30.....................(3)
		SSN3166 World Geography 30 ....(3)
		SSN3171 Experimental Psychology 30.............................(3)
		SSN3175 Cultural and Physical Anthropology 30.........................(3)
		SSN3176 Applied Sociology 30 ....(3)
		SSN3182 Philosophies of Man 30 ....(3)
		SSN3183 Microeconomics 30 ....(3)
		SSN3185 Western World History 30..........(3)
		SSN3194 Macroeconomics 30....................(3)
ABORIGINAL STUDIES		
SSN1154 Aboriginal Studies 10 ....(3)(5)	SSN2154 Aboriginal Studies 20.......... (3)(5)	SSN3154 Aboriginal Studies 30 ....(3)(5)
OTHER INSTRUCTION		
OTH1910 Career Internship 10 .... (3)(4)(5)		
OTH1998 Work Experience 15❶	OTH2998 Work Experience 25❶	OTH3998 Work Experience 35❶
OTH1999 Special Projects 10❷	OTH2999 Special Projects 20❷	OTH3999 Special Projects 30❷

❶ Each course, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Beginning in the 1994–1995 school year, the maximum total that can be credited toward the 100-credit completion requirement is 15 credits. The course challenge and waiver of prerequisite provisions do not apply to work experience courses.

❷ Each course, at each level, may be offered for 1, 2, 3, 4 or 5 credits. The course challenge and waiver of prerequisite provisions do not apply to special projects courses.

Grade 10	Grade 11	Grade 12

Green Certificate Courses❶

Green Certificate courses are not sequential. They may be taken in any order. Each Green Certificate course is coded as a 33-level course and all credits earned in Green Certificate courses count toward Grade 12 completion requirements.

Cow–Calf Beef Production

OTH9900 Cattle Care and Production 33 .... (6)	OTH9901 Calving and Herd Health 33 .... (5)	OTH9902 Beef Support Systems 33 .... (5)

Dairy Production

OTH9903 Animal Husbandry and Health 33 .... (6)	OTH9904 Dairy Operations 33 .... (5)	OTH9905 Dairy Equipment Operation and Service 33 .... (5)

Feedlot Beef Production

OTH9906 Handling Feedlot Cattle 33 .... (6)	OTH9907 Feedlot Cattle Care and Feeding 33 .... (5)	OTH9908 Feedlot Support Systems 33 .... (5)

Field Crop Production

OTH9909 Field Crop Care 33 .... (6)	OTH9910 Land Preparation and Planting 33 .... (5)	OTH9911 Harvesting Operations 33 .... (5)

Irrigated Field Crop Production

OTH9912 Irrigation Processes and Practices 33 .... (6)	OTH9913 Field and Crop Preparation 33 .... (5)	OTH9914 Field Crop and Forage Harvesting 33 .... (5)

Sheep Production

OTH9915 Sheep Production and Health 33 .... (6)	OTH9916 Sheep Farm Operations and Equipment 33 .... (5)	OTH9917 Sheep Handling and Facilities 33 .... (5)

Swine Production

OTH9918 Swine Behaviour and Production 33 .... (6)	OTH9919 Swine Handling and Welfare 33 .... (5)	OTH9920 Swine Health and Operations 33 .... (5)

Bee Keeper Production

OTH9921 Bee Operation Preparation and Planning 33 .... (6)	OTH9922 Bee Operation Production and Practices 33 .... (5)	OTH9923 Bee Operation Support Systems 33 .... (5)

Equine Technician

OTH9924 Equine Operations and Care 33 .... (6)	OTH9925 Equine Processes and Practices 33 .... (5)	OTH9926 Equine Support Systems 33 .... (5)

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❶ There is significant content overlap between Field Crop Production courses and Irrigated Field Crop Production courses. Students can, therefore, earn credits in either:
   - Land Preparation and Planting 33 **OR** Field and Crop Preparation 33
   - Harvesting Operations 33 **OR** Field Crop and Forage Harvesting 33.

Grade 10	Grade 11	Grade 12
Knowledge and Employability		
Academics		
KAE1780 English 10-4 ....(5)	KAE2780 English 20-4 ....(5)	KAE3780 English 30-4 ....(5)
KAE1781 Social Studies 10-4 ....(5)	KAE2781 Social Studies 20-4 ....(5)❶	
KAE1782 Mathematics 10-4......................(5)	KAE2782 Mathematics 20-4 ....(5)	
KAE1783 Science 10-4..............................(5)	KAE2783 Science 20-4 ....(5)	
KAE1784 Français 10-4.............................(5)	KAE2784 Français 20-4 ....(5)	KAE3784 Français 30-4.........................(5)
Occupations		
a) Art/Design and Communication		
KAE1570 Art/Design 10-4 ....(5)	KAE2570 Art/Design 20-4 ....(5)	KAE3570 Art/Design 30-4 ....(5)
KAE1571 Art/Media	KAE2571 Art/Media	KAE3571 Art/Media
Communications 10-4 ....(5)	Communications 20-4 ....(5)	Communications 30-4 ....(5)
b) Auto Mechanics		
KAE1572 Auto Mechanics 10-4 ....(5)	KAE2572 Auto Mechanics 20-4 ....(5)	KAE3572 Auto Mechanics 30-4 ....(5)
	KAE2573 Auto Services 20-4 ....(5)	KAE3573 Auto Services 30-4 ....(5)
c) Business Services		
KAE1574 Business Services 10-4 ....(5)	KAE2574 Logistics 20-4............................(5)	KAE3574 Logistics 30-4 ....(5)
	KAE2575 Office Services 20-4.................(5)	KAE3575 Office Services 30-4 ....(5)
	KAE2576 Sales and Service 20-4..............(5)	KAE3576 Sales and Service 30-4 ....(5)
d) Construction: Building		
KAE1577 Construction;	KAE2577 Woodworking and	KAE3577 Woodworking and
Building 10-4..............................(5)	Cabinetry 20-4..........................(5)	Cabinetry 30-4.......................(5)
	KAE2578 Wood Frame	KAE3578 Wood Frame
	Construction 20-4.....................(5)	Construction 30-4...................(5)
e) Construction: Metal Fabrication		
KAE1579 Construction: Metal	KAE2579 Construction	KAE3579 Construction
Fabrication 10-4 ....(5)	Systems 20-4 ....(5)	Systems 30-4 ....(5)
	KAE2580 Metal Fabrication 20-4 ....(5)	KAE3580 Metal Fabrication 30-4 ....(5)
f) Cosmetology		
KAE1581 Cosmetology 10-4 ....(5)	KAE2581 Cosmetology 20-4 ....(5)	KAE3581 Cosmetology 30-4 ....(5)
	KAE2582 Esthetics 20-4...........................(5)	KAE3582 Esthetics 30-4 ....(5)
g) Fabrics		
KAE1583 Fabrics 10-4 ....(5)	KAE2583 Fashion Textiles 20-4 ....(5)	KAE3583 Fashion Textiles 30-4 ....(5)
	KAE2584 Industrial Textiles 20-4 ....(5)	KAE3584 Industrial Textiles 30-4...........(5)
h) Foods		
KAE1585 Foods 10-4 ....(5)	KAE2585 Commercial Cooking 20-4 ....(5)	KAE3585 Commercial Cooking 30-4 .....(5)
	KAE2586 Food Preparation and	KAE3586 Food Preparation and
	Service 20-4 ....(5)	Service 30-4 ....(5)
i) Horticulture		
KAE1587 Horticulture 10-4.......................(5)	KAE2587 Greenhouse and	KAE3587 Greenhouse and
	Nursery 20-4.............................(5)	Nursery 30-4...........................(5)
	KAE2588 Landscaping 20-4.....................(5)	KAE3588 Landscaping and
		Maintenance 30-4..................(5)
j) Human Care		
KAE1589 Human Care 10-4 ....(5)	KAE2589 Child Care 20-4........................(5)	KAE3589 Child Care 30-4 ....(5)
	KAE2590 Home Care 20-4 ....(5)	KAE3590 Home Care 30-4 ....(5)

(continued)

❶ In French, IOP Social Studies 26 was withdrawn and replaced with Knowledge and Employability Social Studies 20-4, effective September 2010.

Grade 10	Grade 11	Grade 12
Knowledge and Employability (continued)		
k) Natural Resources		
KAE1591 Natural Resources 10-4 ....(5)	KAE2591 Agriculture 20-4 ....(5) KAE2592 Forestry 20-4 ....(5) KAE2593 Oil and Gas 20-4.......................(5)	KAE3591 Agriculture 30-4 ....(5) KAE3592 Forestry 30-4 ....(5) KAE3593 Oil and Gas 30-4 ....(5)
l) Workplace Readiness		
KAE1594 Workplace Readiness 10-4 ....(5)	KAE2594 Workplace Practicum 20-4A....(5) **❶** KAE2595 Workplace Practicum 20-4B....(5) **❶** KAE2596 Workplace Practicum 20-4C....(5) **❶** KAE2597 Workplace Practicum 20-4D....(5) **❶**	KAE3594 Workplace Practicum 30-4A .....(5) **❶** KAE3595 Workplace Practicum 30-4B .....(5) **❶** KAE3596 Workplace Practicum 30-4C .....(5) **❶** KAE3597 Workplace Practicum 30-4D .....(5) **❶**

❶ Students may take more than one Practicum course at the 20 and 30 levels depending on the number of completed prerequisite occupational courses.

CAREER AND TECHNOLOGY STUDIES★

Agriculture [Each course is worth 1 credit.] ❶

AGR1010	Agriculture: The Big Picture	AGR2120	Soils Management 1 (Soil Properties/Classification)
AGR1030	Production Basics	AGR2130	Integrated Pest Management
AGR1070	Basic Landscape/Turf Care	AGR2140	Nursery/Greenhouse Crops 1 (Materials & Processes)
AGR1080	Basic Floral Design	AGR3010	Issues in Agriculture
AGR1100	Agriculture Technology	AGR3030	Field Crops 2 (Management Techniques)
AGR1110	Resource Management	AGR3040	Livestock/Poultry 2 (Management Techniques)
AGR2020	Animal Husbandry/Welfare	AGR3050	Agrifoods 2 (Standards & Regulation)
AGR2030	Field Crops 1 (Materials & Processes)	AGR3060	Landscape/Turf Management 2 (Installation & Repair)
AGR2040	Livestock/Poultry 1 (Materials & Processes)	AGR3070	Equine 2 (Management Techniques)
AGR2050	Agrifoods 1 (Materials & Processes)	AGR3080	Floral Design 2 (Creative Design & Display)
AGR2060	Landscape/Turf Management 1 (Maintenance Practices)	AGR3100	Biotechnology
		AGR3110	Water Management
AGR2070	Equine 1 (Materials & Processes)	AGR3120	Soils Management 2 (Soil Testing & Amending)
AGR2080	Floral Design 1 (Projects for All Occasions)	AGR3130	Sustainable Agriculture Systems
AGR2100	Protected Structures	AGR3140	Nursery/Greenhouse Crops 2 (Management Techniques)

Career Transitions [Each course is worth 1 credit.] ❶

CTR1010	Job Preparation	CTR3010	Preparing for Change
CTR1030	Client Service 1	CTR3030	Leading for Change
CTR1110	Project 1A	CTR3040	Practicum A
CTR1120	Project 1B	CTR3050	Practicum B
CTR1210	Personal Safety (Management)	CTR3060	Practicum C
CTR2010	Job Maintenance	CTR3070	Practicum D
CTR2030	Governance & Leadership	CTR3080	Practicum E
CTR2040	Client Service 2	CTR3090	Client Service 3
CTR2110	Project 2A	CTR3110	Project 3A
CTR2120	Project 2B	CTR3120	Project 3B
CTR2130	Project 2C	CTR3130	Project 3C
CTR2140	Project 2D	CTR3140	Project 3D
CTR2150	Project 2E	CTR3150	Project 3E
CTR2210	Workplace Safety (Practices)	CTR3210	Safety Management Systems
CTR2310	Career Directions—Expansion	CTR3310	Career Directions—Transitions

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CAREER AND TECHNOLOGY STUDIES★

Communication Technology [Each course is worth 1 credit.] ❶

COM1020	Media & You	COM2120	Digital Design 2
COM1030	Photography 1	COM2130	Special Effects Photography
COM1050	Printing 1	COM2210	Digital Imaging 2
COM1060	Audio/Video Production 1	COM3020	Media Design & Analysis 2
COM1070	Animation 1	COM3030	Script Writing 2
COM1080	Digital Design 1	COM3040	Photography 3
COM1210	Digital Imaging 1	COM3050	Photojournalism
COM2020	Media Design & Analysis 1	COM3060	Photographic Techniques 2
COM2030	Script Writing 1	COM3070	Colour Photography
COM2040	Photography 2	COM3080	Printing Techniques 2
COM2050	Photographic Communication	COM3090	Printing Applications 2
COM2060	Photographic Techniques 1	COM3100	Audio 3
COM2070	Printing Techniques 1	COM3110	Video 3
COM2080	Printing Applications 1	COM3120	Animation 3
COM2090	Audio/Video 1	COM3130	Digital Design 3
COM2100	Audio/Video 2	COM3210	Digital Imaging 3
COM2110	Animation 2		

Community Health [Each course is worth 1 credit.] ❶

CMH1010	Family Dynamics	CMH3010	Family Issues
CMH1040	Caring for Children	CMH3020	Parenting
CMH1050	Child Development	CMH3030	Aging
CMH1060	Home Care 1	CMH3040	Prenatal & Postnatal Care
CMH1080	Perspectives on Health	CMH3050	Day Care 2
CMH2010	Adolescent Health Issues	CMH3060	Home Care 3 (Special Conditions)
CMH2030	Community Volunteerism	CMH3070	Challenged Individuals
CMH2050	Day Care 1	CMH3080	Digestive System
CMH2060	Home Care 2 (Personal Care Services)	CMH3090	Nervous/Endocrine Systems
CMH2070	Sensory Challenges	CMH3100	Mental Health
CMH2080	Respiratory System	CMH3110	Advances in Medical Technology
CMH2090	Circulatory System	CMH3120	First Aid/CPR for Children
CMH2100	Musculoskeletal System	CMH3130	Sports First Aid 2
CMH2110	Complementary Therapies	CMH3140	Perspectives on Marriage
CMH2120	First Aid/CPR	CTR1210	Personal Safety (Management)
CMH2130	Sports First Aid 1		

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CAREER AND TECHNOLOGY STUDIES★

Computing Science [Each course is worth 1 credit.] ❶—Business, Administration, Finance & Information Technology (BIT)

CSE1010	Computer Science 1	CSE2920	CSE Project C
CSE1110	Structured Programming 1	CSE3010	Computer Science 3
CSE1120	Structured Programming 2	CSE3020	Computer Science 4
CSE1210	Client-side Scripting 1	CSE3110	Iterative Algorithm 1
CSE1220	Client-side Scripting 2	CSE3120	Object-oriented Programming 1
CSE1240	Robotics Programming 1	CSE3130	Object-oriented Programming 2
CSE1910	CSE Project A	CSE3140	Second Language Programming 2
CSE2010	Computer Science 2	CSE3210	Server-side Scripting 1
CSE2110	Procedural Programming 1	CSE3240	Robotics Programming 3
CSE2120	Data Structures 1	CSE3310	Recursive Algorithms 1
CSE2130	Files and File Structures 1	CSE3320	Dynamic Data Structures 1
CSE2140	Second Language Programming 1	CSE3330	Dynamic Data Structures 2
CSE2210	Client-side Scripting 3	CSE3340	Dynamic Data Structures 3
CSE2240	Robotics Programming 2	CSE3910	CSE Project D
CSE2910	CSE Project B	CSE3920	CSE Project E

Construction Technologies [Each course is worth 1 credit.] ❶—Trades, Manufacturing & Transportation (TMT)

CON1010	Construction Tools & Materials	CON2190	Manufacturing Systems
CON1070	Building Construction	CON2200	Product Development
CON1120	Product Management	CON2910	CON Project B
CON1130	Solid Stock Construction	CON2920	CON Project C
CON1140	Turning Operations	CON3010	Concrete Work (Structures & Finishes)
CON1160	Manufactured Materials	CON3020	Masonry Work (Structures & Finishes)
CON1180	Mould Making & Casting	CON3030	Wall & Ceiling Finishing
CON1910	CON Project A	CON3040	Stair Construction
CON2010	Site Preparation	CON3050	Roof Structures 2 (Framing & Covering)
CON2020	Concrete Forming	CON3060	Doors & Trim
CON2030	Alternative Foundations	CON3070	Floorcovering
CON2035	Floor Framing Systems	CON3080	Energy-efficient Housing
CON2045	Wall Framing Systems	CON3090	Renovations/Restorations
CON2050	Roof Structures 1 (Framing & Finishing)	CON3105	Commercial Structures
CON2060	Exterior Finishing (Door, Window & Siding)	CON3110	Site Management
CON2070	Electrical Systems	CON3120	Tool Maintenance
CON2080	Plumbing Systems	CON3130	Furniture Making 3 (Leg & Rail)
CON2090	Climate Control Systems	CON3140	Furniture Making 4 (Surface Enhancement)
CON2100	Agri-structures	CON3150	Furniture Repair
CON2120	Multiple Materials	CON3160	Cabinetmaking 3 (Cabinets/Countertops)
CON2130	Furniture Making 1 (Box Construction)	CON3170	Cabinetmaking 4 (Layout & Installation)
CON2140	Furniture Making 2 (Frame & Panel)	CON3190	Production Planning
CON2150	Finishing & Refinishing	CON3200	Production Management
CON2160	Cabinetmaking 1 (Web & Face Frame)	CON3210	Framing Systems 2 (Floor, Wall & Ceiling)
CON2170	Cabinetmaking 2 (Door & Drawer)	CON3910	CON Project D
CON2180	Wood Forming	CON3920	CON Project E

Carpentry Apprenticeship

CRA3400	Introduction to Work Site Safety	CRA3430	Construction Machines, Tools & Equipment
CRA3405	Basic Hand, Power Tools & Safety	CRA3435	Blueprint Interpretation
CRA3410	Construction Materials & Processes	CRA3440	CRA Practicum Course A
CRA3415	Site Preparation & Floor Systems	CRA3445	CRA Practicum Course B
CRA3420	Foundations & Concrete Structures	CRA3450	CRA Practicum Course C
CRA3425	Blueprint Drawings & Sketching	CRA3455	CRA Practicum Course D

(continued)

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CAREER AND TECHNOLOGY STUDIES★

Cosmetology Studies [Each course is worth 1 credit.] ❶

COS1010	Personal Images	COS3010	Professional Practices
COS1020	Hair Graphics 1	COS3020	Long Hair Graphics
COS1030	Hair & Scalp Care 1	COS3030	Hair & Scalp Care 3
COS1040	Forming & Finishing 1	COS3040	Hair & Scalp Care 4 (Client Services)
COS1050	Permanent Waving 1 (The Physical Process)	COS3050	Haircutting 2
COS1060	Skin Care 1 (Basic Practices)	COS3060	Haircutting 3 (Client Services)
COS1070	Manicuring 1	COS3070	Hair Care & Cutting 2 (Client Services)
COS1080	Theatrical Makeup 1 (Basic Principles)	COS3080	Permanent Waving 5 (Designer)
COS2010	Hair Graphics 2	COS3090	Relax/Straighten Hair
COS2020	Hair & Scalp Care 2	COS3100	Wave, Relax & Straighten Hair (Client Services)
COS2030	Forming & Finishing 2	COS3110	Colouring 2 (Permanent)
COS2040	Haircutting 1	COS3120	Colour Removal 2
COS2050	Hair Care & Cutting 1 (Client Services)	COS3130	Colouring & Removal 2 (Client Services)
COS2060	Permanent Waving 2 (Cold Waving)	COS3140	Body Therapy
COS2070	Permanent Waving 3 (Heat-assisted)	COS3150	Hair Removal
COS2080	Permanent Waving 4 (Client Services)	COS3160	Skin Care 3 (Client Services)
COS2090	Colouring 1	COS3170	Male Facial Grooming 1
COS2100	Colour Removal 1	COS3180	Male Facial Grooming 2 (Client Services)
COS2110	Colouring & Removal 1 (Client Services)	COS3190	Nail Technology
COS2120	Facials & Makeup 1	COS3200	Pedicuring
COS2130	Facials & Makeup 2 (Client Services)	COS3210	Nail Care (Client Services)
COS2140	Skin Care 2 (Client Services)	COS3220	Wigs & Toupees
COS2150	Manicuring 2	COS3230	Hair Goods (Client Services)
COS2160	Nail Art	COS3240	Theatrical Makeup 3 (Changing Images)
COS2170	Manicuring 3 (Client Services)	COS3250	Theatrical Makeup 4 (Client Services)
COS2180	Hairpieces & Extensions	COS3260	Facial & Body Adornment
COS2190	Theatrical Makeup 2 (Planning the Images)	COS3270	Creative Cosmetology
COS2200	Historical Cosmetology	COS3280	Sales & Service 2 (Effectiveness)
COS2210	Sales & Service 1 (Principles & Practices)	COS3290	Competition Cosmetology

Design Studies [Each course is worth 1 credit.] ❶

DES1010	Sketch, Draw & Model	DES3050	3-D Design Studio 2
DES1020	The Design Process	DES3060	3-D Design Studio 3
DES1030	2-D Design Fundamentals	DES3070	Living Environment Studio 1
DES1040	3-D Design Fundamentals	DES3080	Living Environment Studio 2
DES1050	CAD Fundamentals (Computer-aided Design)	DES3090	Living Environment Studio 3
DES1060	Drafting/Design Fundamentals	DES3100	CAD Modelling Studio (Computer-aided Design)
DES2010	2-D Design Applications	DES3110	Drafting/Design Studio 1
DES2020	3-D Design Applications	DES3120	Drafting/Design Studio 2
DES2030	CAD Applications (Computer-aided Design)	DES3130	Drafting/Design Studio 3
DES2040	Drafting/Design Applications	DES3140	Technical Drawing Studio 1
DES2050	Technical Drawing Applications	DES3150	Technical Drawing Studio 2
DES2060	The Evolution of Design	DES3160	Technical Drawing Studio 3
DES3010	2-D Design Studio 1	DES3170	Visualizing the Future
DES3020	2-D Design Studio 2	DES3180	The Design Profession
DES3030	2-D Design Studio 3	DES3190	Portfolio Presentation
DES3040	3-D Design Studio 1		

(continued)

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CAREER AND TECHNOLOGY STUDIES★

Electro-Technologies [Each course is worth 1 credit.] ❶—Trades, Manufacturing & Transportation (TMT)

ELT1010	Electro-assembly 1	ELT2160	Robotics Sensor 1
ELT1030	Conversion & Distribution	ELT2170	Robotics Sensor 2
ELT1050	Electronic Power Supply 1	ELT2180	Process Control
ELT1080	Control Systems 1	ELT2910	ELT Project B
ELT1090	Analog Communication 1	ELT2920	ELT Project C
ELT1110	Security Systems 1	ELT3010	Electro-assembly 3
ELT1130	Robotics 1	ELT3020	Electronic Servicing
ELT1140	Robotics Applications 1	ELT3030	Power Systems & Services
ELT1910	ELT Project A	ELT3040	Generation/Transformation
ELT2010	Electro-assembly 2	ELT3110	Amplifiers
ELT2020	Electrical Servicing	ELT3140	Motors
ELT2030	Branch Circuit Wiring	ELT3150	Robotics 3
ELT2050	Electronic Power Supply 2	ELT3160	Control Applications
ELT2080	Control Systems 2	ELT3170	Robotics Microprocessors
ELT2090	Analog Communication 2	ELT3180	Robotics Vision Systems
ELT2110	Security Systems 2	ELT3190	Robotics Kinematics & Behaviour
ELT2120	Electro-optics	ELT3200	Robotics Artificial Intelligence
ELT2130	Magnetic Control Devices	ELT3205	Expert Systems
ELT2140	Robotics 2	ELT3910	ELT Project D
ELT2150	Electronic Controls	ELT3920	ELT Project E

Energy and Mines [Each course is worth 1 credit.] ❶

ENM1010	Overview of Alberta Geology	ENM2070	Refining Rocks & Minerals
ENM1020	Nonrenewable Resources	ENM2090	Energy Designs/Systems 1 (Basic Principles)
ENM1050	Renewable Resources	ENM2100	Environmental Safety
ENM1060	Consumer Products & Services	ENM3010	Energy & the Environment
ENM1090	Fundamentals of Recycling	ENM3020	Conventional Oil/Gas 2 (Recovery & Production)
ENM1100	Conservation Challenge	ENM3030	Oil Sands/Heavy Oil/Coal 2 (Recovery & Production)
ENM2010	Managing Alberta's Resources	ENM3040	Metals/Nonmetals 2 (Recovery & Production)
ENM2020	Conventional Oil/Gas 1 (Resource Exploration)	ENM3050	Sustainable Energy (The Power & Potential)
ENM2030	Oil Sands/Heavy Oil/Coal 1 (Resource Exploration)	ENM3060	Petrochemicals
ENM2040	Metals/Nonmetals 1 (Resource Exploration)	ENM3070	Industrial Materials (Primary Manufacturing)
ENM2050	Renewable Energy Technology	ENM3090	Energy Designs/Systems 2 (Practical Applications)
ENM2060	Refining Hydrocarbons	ENM3100	Integrated Resource Management (Balancing Needs)

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CAREER AND TECHNOLOGY STUDIES★

Enterprise and Innovation [Each course is worth 1 credit.] ❶—Business, Administration, Finance & Information Technology (BIT)

ENT1010	Challenge & Opportunity	ENT2910	ENT Project B
ENT1020	Elements of a Venture Plan	ENT2920	ENT Project C
ENT1910	ENT Project A	ENT3010	Managing the Venture
ENT2010	Analyzing Ventures	ENT3020	Expanding the Venture
ENT2020	Financing Ventures	ENT3910	ENT Project D
ENT2030	Marketing the Venture	ENT3920	ENT Project E
ENT2040	Create the Venture		

Fabrication Studies [Each course is worth 1 credit.] ❶—Trades, Manufacturing & Transportation (TMT)

FAB1010	Fabrication Tools & Materials	FAB2150	CNC Turning (Computer Numerical Control)
FAB1040	Oxyacetylene Welding	FAB2160	Custom Fabrication
FAB1048	Semi-automated/Automated Welding	FAB2170	Pipe Fitting
FAB1050	Basic Electric Welding	FAB2910	FAB Project B
FAB1090	Sheet Fabrication 1 (Hand Processes)	FAB2920	FAB Project C
FAB1100	Fabrication Principles	FAB3010	Materials Testing
FAB1110	Bar & Tubular Fabrication	FAB3020	Metallurgy Fundamentals
FAB1120	Foundry 1 (One-piece Pattern)	FAB3030	Gas Tungsten Arc Welding
FAB1130	Principles of Machining	FAB3040	Specialized Welding
FAB1160	Production Systems	FAB3048	Flux Cored Arc Welding 2
FAB1910	FAB Project A	FAB3050	Arc Welding 3
FAB2010	Structural Engineering	FAB3060	Arc Welding 4
FAB2020	Print Reading	FAB3070	Pipe & Tubular Welding
FAB2030	Oxyfuel Welding	FAB3080	Automated Welding
FAB2040	Thermal Cutting	FAB3090	Sheet Fabrication 4 (Radial Line)
FAB2048	Flux Cored Arc Welding 1	FAB3110	Sheet Fabrication 5 (Duct Components)
FAB2050	Arc Welding 1	FAB3120	Foundry 3 (Core Moulding)
FAB2060	Arc Welding 2	FAB3130	Precision Turning 2
FAB2070	Gas Metal Arc Welding 1	FAB3140	Precision Milling 2
FAB2090	Sheet Fabrication 2 (Machine Processes)	FAB3150	CNC Milling (Computer Numerical Control)
FAB2100	Sheet Fabrication 3 (Parallel Line)	FAB3160	Prefabrication Principles
FAB2110	Forging Fundamentals	FAB3170	Gas Metal Arc Welding 2
FAB2120	Foundry 2 (Split Pattern)	FAB3910	FAB Project D
FAB2130	Precision Turning 1	FAB3920	FAB Project E
FAB2140	Precision Milling 1		

<u>Welding Apprenticeship</u>

WDA3400	Fabrication Orientation & Safety	WDA3435	Shielded Metal Arc Welding (Part 2)
WDA3405	Fabrication Tools & Weld Faults	WDA3440	Shop/Lab Practices for GMAW, FCAW & SAW
WDA3410	Oxyfuel Welding	WDA3445	OAW Cutting Practical
WDA3415	Gas Metal Arc Welding	WDA3450	GMAW & FCAW Practical
WDA3420	Flux Cored Arc Welding & Submerged Arc Welding	WDA3455	SMAW Practical
WDA3425	Materials Handling	WDA3460	WDA Practicum Course A
WDA3430	Shielded Metal Arc Welding (Part 1)		

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CAREER AND TECHNOLOGY STUDIES★

Fashion Studies [Each course is worth 1 credit.] ❶

FAS1030	Ready, Set, Sew!	FAS2110	Creating Home Decor
FAS1040	Fashion Basics	FAS2120	Surface Embellishment
FAS1050	Repair & Recycle	FAS2140	Fashion Merchandising
FAS1060	Creating Accessories 1	FAS2150	Upholstery
FAS1070	Creative Yarns/Textiles	FAS2160	Creating Accessories 2
FAS2010	Fashion Dynamics	FAS3010	Fashion Illustration 2
FAS2020	Fashion Illustration 1	FAS3020	CAD Patterns 2 (Computer-aided Design)
FAS2030	CAD Patterns 1 (Computer-aided Design)	FAS3030	Pattern Drafting 2
FAS2040	Evolution of Fashion	FAS3040	Contemporary Tailoring
FAS2050	Flat Pattern	FAS3060	Couture
FAS2060	Pattern Drafting 1	FAS3070	Creators of Fashion
FAS2070	Creative Construction	FAS3080	Cultural Fashions
FAS2080	Activewear	FAS3090	Specialty Fabrics 2
FAS2090	Specialty Fabrics 1	FAS3140	Fashion Retailing
FAS2100	Sewing for Others		

Financial Management [Each course is worth 1 credit.] ❶—Business, Administration, Finance & Information Technology (BIT)

FIN1010	Personal Financial Information	FIN3010	Advanced Accounting
FIN1015	Accounting Prep	FIN3020	Management Accounting
FIN1020	Accounting Cycle 1	FIN3030	Capital Accounting
FIN1030	Accounting Cycle 2	FIN3040	Financial Statements
FIN1910	FIN Project A	FIN3050	Small Business Taxation
FIN2020	Retail Accounting 1	FIN3060	Financial Analysis
FIN2030	Retail Accounting 2	FIN3070	Financial Planning
FIN2040	Accounting Software	FIN3080	Personal Investment Planning 1
FIN2060	Personal Taxation	FIN3090	Personal Investment Planning 2
FIN2070	Payroll Accounting	FIN3910	FIN Project D
FIN2910	FIN Project B	FIN3920	FIN Project E
FIN2920	FIN Project C		

Foods [Each course is worth 1 credit.] ❶

FOD1010	Food Basics	FOD2140	Rush Hour Cuisine
FOD1020	Baking Basics	FOD2150	Food Safety & Sanitation
FOD1030	Snacks & Appetizers	FOD2160	Food Venture
FOD1040	Meal Planning 1	FOD2170	International Cuisine 1
FOD1050	Fast & Convenience Foods	FOD3010	Food for the Life Cycle
FOD1060	Canadian Heritage Foods	FOD3020	Nutrition & Digestion
FOD2010	Food & Nutrition Basics	FOD3030	Creative Baking
FOD2020	Nutrition & the Athlete	FOD3040	Advanced Yeast Products
FOD2030	Food Decisions & Health	FOD3050	Advanced Soups & Sauces
FOD2040	Cake & Pastry	FOD3060	Food Presentation
FOD2050	Yeast Breads & Rolls	FOD3070	Short Order Cooking
FOD2060	Milk Products & Eggs	FOD3080	Advanced Meat Cookery
FOD2070	Stocks, Soups & Sauces	FOD3090	Basic Meat Cutting
FOD2080	Vegetables/Fruits/Grains	FOD3100	Entertaining with Food
FOD2090	Creative Cold Foods	FOD3110	Food Processing
FOD2100	Basic Meat Cookery	FOD3120	Food Evolution/Innovation
FOD2110	Fish & Poultry	FOD3130	The Food Entrepreneur
FOD2120	Meal Planning 2	FOD3140	International Cuisine 2
FOD2130	Vegetarian Cuisine		

(continued)

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CAREER AND TECHNOLOGY STUDIES★

Forestry [Each course is worth 1 credit.] ❶

FOR1010	Why Forestry?	FOR2060	Measuring the Forest 2 (Sampling Techniques)
FOR1020	Forest Regions of Canada	FOR2070	Harvest Practices (Fibre Harvest & Processing)
WLD1030	Outdoor Experiences 1 (Survival Skills)	FOR2100	Forests Forever 2 (Management Practices)
FOR1050	Mapping & Aerial Photos	FOR2120	Users in the Forest
FOR1060	Measuring the Forest 1 (Measurement Skills)	FOR3010	Issues in Forestry
FOR1090	Forest Ecology 1 (Ecosystem Dynamics)	FOR3060	Measuring the Forest 3 (Survey Applications)
FOR1100	Forests Forever 1 (Forest Use & Protection)	FOR3080	Forest Technology Applications
FOR2010	Making a Difference (Protection & Stewardship)	FOR3090	Forest Ecology 2 (Silvics & Succession)
FOR2030	Managing Alberta Forests	FOR3110	Silviculture (Growing the Forest)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	FOR3120	Integrated Resource Management (Balancing Needs)

Information Processing [Each course is worth 1 credit.] ❶—Business, Administration, Finance & Information Technology (BIT)

INF1030	Word Processing 1	INF2200	Information Highway 2■
INF1040	Graphic Tools■	INF2910	INF Project B
INF1050	Database 1	INF2920	INF Project C
INF1060	Spreadsheet 1	INF3010	Hardware/Software Analysis
INF1070	Digital Presentation	INF3060	Word Processing 3
INF1910	INF Project A	INF3070	Electronic Publishing 2■
INF2020	Keyboarding	INF3080	Project Management Tools
INF2050	Word Processing 2	INF3095	Productivity Software Integration
INF2060	Electronic Publishing 1■	INF3130	Multimedia Authoring 2■
INF2070	Database 2	INF3190	Information Highway 3■
INF2080	Spreadsheet 2	INF3200	Internet Services■
INF2090	Correspondence	INF3910	INF Project D
INF2100	Reports	INF3920	INF Project E
INF2130	Multimedia Authoring 1■		

■ For the 2009–2010 school year, these courses will be available separate from the BIT cluster as part of the Information Processing strand. In the 2010–2011 school year, these courses will be included in the Communication Technology occupational area within the Media, Design & Communication Arts (MDC) cluster.

Legal Studies [Each course is worth 1 credit.] ❶

LGS1010	You & the Law 1 (as a Consumer and as a Family Member)	LGS3010	Consumer & Property Law
		LGS3020	Dispute Resolution
LGS1020	You & the Law 2 (in Society and in the Workplace)	LGS3040	Negligence
LGS2010	Family Law	LGS3050	Law & Small Business
LGS2020	Labour Law	LGS3060	Controversy & Change
LGS2030	Environmental Law	LGS3070	Landmark Decisions
LGS2050	Law & the Traveller	LGS3080	Criminal Law

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CAREER AND TECHNOLOGY STUDIES★

Logistics [Each course is worth 1 credit.] ❶—Trades, Manufacturing & Transportation (TMT)

LOG1010	Logistics	LOG2910	LOG Project B
LOG1020	Warehouse & Distribute 1	LOG2920	LOG Project C
LOG1030	Traffic & Transport 1	LOG3010	Warehouse & Distribute 3
LOG1040	Purchasing 1	LOG3020	Traffic & Transport 3
LOG1910	LOG Project A	LOG3030	Purchasing 3
LOG2010	Warehouse & Distribute 2	LOG3040	Inventory Management 2
LOG2020	Traffic & Transport 2	LOG3910	LOG Project D
LOG2030	Purchasing 2	LOG3920	LOG Project E
LOG2040	Inventory Management 1		

Management and Marketing [Each course is worth 1 credit.] ❶—Business, Administration, Finance & Information Technology (BIT)

MAM1010	Marketing & Management	MAM3010	The Business Organization
MAM1020	Quality Customer Service	MAM3020	Business in the Canadian Economy
MAM1030	Communication Strategies 1	MAM3030	Business in the Global Marketplace
MAM1040	E-commerce 1	MAM3040	Promotion: Sales Techniques
MAM1050	Agriculture Consumer Products & Services	MAM3050	Distributing Goods & Services
MAM1910	MAM Project A	MAM3060	Setting Up a Retail Store
MAM2010	Managing for Quality	MAM3070	Office Systems 2
MAM2030	Visual Merchandising	MAM3080	Communication Strategies 3
MAM2040	Retail Operations	MAM3090	Records Management 2
MAM2050	Office Systems 1	MAM3100	Promotion: Broadcast Advertising
MAM2060	Communication Strategies 2	MAM3120	E-commerce 3
MAM2080	Records Management 1	MAM3130	Agriculture Marketing
MAM2090	Promotion: Print Advertising	MAM3140	Energy & Resources Market Basics & Trends
MAM2110	E-commerce 2	MAM3150	The Forest Marketplace
MAM2130	Energy & Resources Supply & Distribution	MAM3910	MAM Project D
MAM2910	MAM Project B	MAM3920	MAM Project E
MAM2920	MAM Project C		

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❶ Prerequisite courses are identified in the program of studies for each CTS strand/occupational area.

CAREER AND TECHNOLOGY STUDIES ★

Mechanics [Each course is worth 1 credit.] ❶—Trades, Manufacturing & Transportation (TMT)

MEC1010	Modes & Mechanisms	MEC2200	Refinishing 1
MEC1015	Mechanics Tools & Materials	MEC2210	Touch-up & Finishing
MEC1020	Vehicle Service & Care	MEC2220	Interior Repairs
MEC1040	Engine Fundamentals	MEC2910	MEC Project B
MEC1090	Electrical Fundamentals	MEC2920	MEC Project C
MEC1110	Pneumatics & Hydraulics	MEC3010	Buying & Selling Vehicles
MEC1130	Mechanical Systems	MEC3020	Vehicle Value Appraisal
MEC1150	Ride & Control Systems	MEC3030	Engine Diagnosis
MEC1160	Structures & Materials	MEC3040	Engine Tune-up
MEC1165	Mechanics Welding Fundamentals	MEC3050	Engine Replacement
MEC1170	Metal Forming & Finishing	MEC3060	Engine Reconditioning 1
MEC1190	Surface Preparation 1	MEC3070	Engine Reconditioning 2
MEC1910	MEC Project A	MEC3080	Alternative Energy Systems
MEC2010	Vehicle Detailing	MEC3090	Computer Systems
MEC2020	Vehicle Maintenance	MEC3100	Safety Systems
MEC2030	Lubrication & Cooling	MEC3110	Climate Control
MEC2040	Fuel & Exhaust Systems	MEC3120	Power Assisting
MEC2050	Alternative Fuel Engines	MEC3130	Automatic Transmissions
MEC2060	Ignition Systems	MEC3140	Drive Train Repair
MEC2070	Emission Controls	MEC3150	Wheel Alignment
MEC2090	Electrical Components	MEC3160	Body Repair Estimation
MEC2100	Power Assist Accessories	MEC3170	Damage Analysis
MEC2110	Braking Systems	MEC3180	Damage Repair 1
MEC2120	Hydraulic Accessories	MEC3190	Damage Repair 2
MEC2130	Drive Lines	MEC3200	Refinishing 2
MEC2140	Transmissions/Transaxles	MEC3210	Plastic & Fibreglass
MEC2150	Suspension Systems	MEC3220	Glass Replacement
MEC2160	Steering Systems	MEC3230	Refinishing 3
MEC2170	Metal Repair & Finishing	MEC3910	MEC Project D
MEC2180	Trim Replacement	MEC3920	MEC Project E
MEC2190	Surface Preparation 2		

Auto Service Technician Apprenticeship

ASA3400	Basic Tools & Materials	ASA3440	Braking Systems II
ASA3405	Electrical Fundamentals	ASA3445	Braking Systems III
ASA3410	Electrical Circuits & Diagnosis	ASA3450	Drivelines & Introductory Welding
ASA3415	Frames, Suspension & Steering Linkages	ASA3455	ASA Practicum Course A
ASA3420	Manual & Power Steering Systems	ASA3460	ASA Practicum Course B
ASA3425	Steering Angles, Steering Columns & Restraint Systems	ASA3465	ASA Practicum Course C
ASA3430	Wheel Alignment Procedures	ASA3470	ASA Practicum Course D
ASA3435	Braking Systems I		

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❶ Prerequisite courses are identified in the program of studies for each CTS strand/occupational area.

CAREER AND TECHNOLOGY STUDIES★

Networking [Each course is worth 1 credit.] ❶—Business, Administration, Finance & Information Technology (BIT)

NET1010	Digital Technology 1	NET3010	Digital Technology 3
NET1910	NET Project A	NET3020	Digital Applications
NET2010	Digital Technology 2	NET3030	Microprocessors
NET2020	Workstation Technology & Operations	NET3040	Microprocessor Interface
NET2030	Network Structures	NET3050	Network Operating Systems
NET2040	Network Media & Devices	NET3060	Wide Area Networks
NET2050	Open System Interconnection	NET3070	Routing Fundamentals
NET2060	Network Protocols	NET3080	Internet Processes
NET2070	Local Area Networks	NET3090	Network Management
NET2080	Laptops and Peripherals	NET3100	Network Media & Devices, Security
NET2110	Telecommunications 1	NET3110	Telecommunications 2
NET2910	NET Project B	NET3910	NET Project D
NET2920	NET Project C	NET3920	NET Project E

Tourism Studies [Each course is worth 1 credit.] ❶

TOU1010	The Tourism Industry	TOU2080	Travel Planning
TOU1020	People & Places	TOU2090	Tourism Interpretation 1
TOU1030	Quality Guest Service	TOU2100	Tourism Interpretation 2
TOU1040	The Food Sector	TOU3030	Food Service Operations
TOU1050	The Accommodation Sector	TOU3040	Hotel/Motel Operations
TOU1060	The Travel Sector	TOU3050	Alternative Accommodations
TOU1070	The Attractions Sector	TOU3060	Travel Agency Operations
TOU2010	Tourism Events	TOU3070	Reservations & Ticketing
TOU2040	Food Functions	TOU3080	Air Transportation
TOU2050	Meetings & Conferences	TOU3090	Surface Transportation
TOU2060	Tourism Destinations 1	TOU3100	Attractions Operations
TOU2070	Tourism Destinations 2	TOU3110	Adventure & Ecotourism

Wildlife [Each course is worth 1 credit.] ❶

WLD1010	What Is Wildlife?	WLD2060	Interactions (Wildlife & Society)
WLD1020	Natural History of Wildlife	WLD2070	Hunting & Game Management 2 (Field Techniques/Regulations)
WLD1030	Outdoor Experiences 1 (Survival Skills)		
WLD1050	Taking Responsibility (People, Culture & Wildlife)	WLD2090	Issues in Wildlife 1 (Research & Analysis)
WLD1070	Hunting & Game Management 1 (Ethics/Game Identification)	WLD3020	Making a Difference (Protection & Stewardship)
		WLD3040	Wildlife Research
WLD1080	Angling & Fish Management	WLD3050	Wildlife Management 1 (Basic Principles)
WLD2020	Measuring the Value (Diversity of Wildlife Values)	WLD3060	Wildlife Management 2 (Applications)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	WLD3090	Issues in Wildlife 2 (Negotiation & Debate)
WLD2040	Wildlife Spaces & Species		

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❶ Prerequisite courses are identified in the program of studies for each CTS strand/occupational area.

Appendix 2: Registered Apprenticeship Program (RAP) Course Codes and Course Names

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part in industry as registered apprentices in one of the designated trades. Students enrolled in RAP courses are counted as full-time high school students and as registered apprentices.

To enter the program, students must be in senior high school and meet the grade entrance requirement to the selected trade or pass the trade entrance examination. Students enrolling in RAP must be registered with both the Curriculum Sector – Mathematics and Science and Apprenticeship and Industry Training. Complete details about apprenticeship can be found at www.tradesecrets.gov.ab.ca.

RAP courses are classified as locally developed courses. School authorities intending to offer this program should refer to the following documents:
- *Off-campus Education Guide for Administrators, Counsellors and Teachers*
- *Registered Apprenticeship Program Information Manual*.

Note: Newly approved courses and course codes will be shown with a colour-shaded background in the online version.

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP)		
RAP4164 Agricultural Equipment Technician 15 ❶ ...... (5)	RAP5164 Agricultural Equipment Technician 25A ❶ ....(5) RAP5165 Agricultural Equipment Technician 25B ❶ ....(5) RAP5166 Agricultural Equipment Technician 25C ❶ ....(5)	RAP6164 Agricultural Equipment Technician 35A ❶ ....(5) RAP6165 Agricultural Equipment Technician 35B ❶ ....(5) RAP6166 Agricultural Equipment Technician 35C ❶ ....(5) RAP6167 Agricultural Equipment Technician 35D ❶ ....(5)
RAP1659 Appliance Service Technician 15 .... (5)	RAP2659 Appliance Service Technician 25A ....(5) RAP2660 Appliance Service Technician 25B ....(5) RAP2661 Appliance Service Technician 25C ....(5)	RAP3659 Appliance Service Technician 35A ....(5) RAP3660 Appliance Service Technician 35B ....(5) RAP3661 Appliance Service Technician 35C ....(5) RAP3662 Appliance Service Technician 35D ....(5)
RAP1992 Auto Body Technician 15......... (5)	RAP2992 Auto Body Technician 25A ......(5) RAP2993 Auto Body Technician 25B.......(5) RAP2994 Auto Body Technician 25C.......(5)	RAP3992 Auto Body Technician 35A ....(5) RAP3993 Auto Body Technician 35B.........(5) RAP3994 Auto Body Technician 35C.........(5) RAP3995 Auto Body Technician 35D ....(5)
RAP1762 Automotive Service Technician 15 .... (5)	RAP2762 Automotive Service Technician 25A ....(5) RAP2763 Automotive Service Technician 25B ....(5) RAP2764 Automotive Service Technician 25C ....(5)	RAP3762 Automotive Service Technician 35A ....(5) RAP3763 Automotive Service Technician 35B ....(5) RAP3764 Automotive Service Technician 35C ....(5) RAP3765 Automotive Service Technician 35D ....(5)

(continued)

❶ Formerly Agricultural Mechanic.

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		

Grade 10	Grade 11	Grade 12
RAP4100 Baker 15 ....(5)	RAP5100 Baker 25A.................................(5) RAP5101 Baker 25B.................................(5) RAP5102 Baker 25C.................................(5)	RAP6100 Baker 35A...................................(5) RAP6101 Baker 35B...................................(5) RAP6102 Baker 35C...................................(5) RAP6103 Baker 35D...................................(5)
RAP4168 Boilermaker 15.........................(5)	RAP5168 Boilermaker 25A......................(5) RAP5169 Boilermaker 25B......................(5) RAP5170 Boilermaker 25C......................(5)	RAP6168 Boilermaker 35A.....................(5) RAP6169 Boilermaker 35B.....................(5) RAP6170 Boilermaker 35C.....................(5) RAP6171 Boilermaker 35D.....................(5)
RAP4172 Bricklayer 15............................(5)	RAP5172 Bricklayer 25A.........................(5) RAP5173 Bricklayer 25B.........................(5) RAP5174 Bricklayer 25C.........................(5)	RAP6172 Bricklayer 35A.........................(5) RAP6173 Bricklayer 35B.........................(5) RAP6174 Bricklayer 35C.........................(5) RAP6175 Bricklayer 35D.........................(5)
RAP4104 Cabinetmaker 15.......................(5)	RAP5104 Cabinetmaker 25A ....(5) RAP5105 Cabinetmaker 25B...................(5) RAP5106 Cabinetmaker 25C...................(5)	RAP6104 Cabinetmaker 35A ....(5) RAP6105 Cabinetmaker 35B...................(5) RAP6106 Cabinetmaker 35C...................(5) RAP6107 Cabinetmaker 35D ....(5)
RAP4108 Carpenter 15.............................(5)	RAP5108 Carpenter 25A.........................(5) RAP5109 Carpenter 25B.........................(5) RAP5110 Carpenter 25C.........................(5)	RAP6108 Carpenter 35A.........................(5) RAP6109 Carpenter 35B.........................(5) RAP6110 Carpenter 35C.........................(5) RAP6111 Carpenter 35D.........................(5)
RAP4180 Communication Technician 15 ❶.....................(5)	RAP5180 Communication Technician 25A ❶..................(5) RAP5181 Communication Technician 25B ❶..................(5) RAP5182 Communication Technician 25C ❶..................(5)	RAP6180 Communication Technician 35A ❶..................(5) RAP6181 Communication Technician 35B ❶..................(5) RAP6182 Communication Technician 35C ❶..................(5) RAP6183 Communication Technician 35D ❶..................(5)
RAP4176 Concrete Finisher 15.................(5)	RAP5176 Concrete Finisher 25A ....(5) RAP5177 Concrete Finisher 25B.............(5) RAP5178 Concrete Finisher 25C.............(5)	RAP6176 Concrete Finisher 35A ....(5) RAP6177 Concrete Finisher 35B.............(5) RAP6178 Concrete Finisher 35C.............(5) RAP6179 Concrete Finisher 35D ....(5)
RAP4112 Cook 15....................................(5)	RAP5112 Cook 25A.................................(5) RAP5113 Cook 25B.................................(5) RAP5114 Cook 25C.................................(5)	RAP6112 Cook 35A.................................(5) RAP6113 Cook 35B.................................(5) RAP6114 Cook 35C.................................(5) RAP6115 Cook 35D.................................(5)
RAP4184 Crane and Hoisting Equipment Operator 15 ....(5)	RAP5184 Crane and Hoisting Equipment Operator 25A ....(5) RAP5185 Crane and Hoisting Equipment Operator 25B ....(5) RAP5186 Crane and Hoisting Equipment Operator 25C ....(5)	RAP6184 Crane and Hoisting Equipment Operator 35A ....(5) RAP6185 Crane and Hoisting Equipment Operator 35B ....(5) RAP6186 Crane and Hoisting Equipment Operator 35C ....(5) RAP6187 Crane and Hoisting Equipment Operator 35D ....(5)
RAP4116 Electrical Motor Systems Technician 15 ❷.....................(5)	RAP5116 Electrical Motor Systems Technician 25A ❷..................(5) RAP5117 Electrical Motor Systems Technician 25B ❷..................(5) RAP5118 Electrical Motor Systems Technician 25C ❷..................(5)	RAP6116 Electrical Motor Systems Technician 35A ❷..................(5) RAP6117 Electrical Motor Systems Technician 35B ❷..................(5) RAP6118 Electrical Motor Systems Technician 35C ❷..................(5) RAP6119 Electrical Motor Systems Technician 35D ❷..................(5)
RAP1758 Electrician 15............................(5)	RAP2758 Electrician 25A ....(5) RAP2759 Electrician 25B........................(5) RAP2760 Electrician 25C........................(5)	RAP3758 Electrician 35A ....(5) RAP3759 Electrician 35B........................(5) RAP3760 Electrician 35C........................(5) RAP3761 Electrician 35D ....(5)

❶ Formerly Communication Electrician.
❷ Formerly Electrical Rewind Mechanic.

(continued)

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4256 Elevator Constructor 15............(5)	RAP5256 Elevator Constructor 25A.........(5) RAP5257 Elevator Constructor 25B.........(5) RAP5258 Elevator Constructor 25C ....(5)	RAP6256 Elevator Constructor 35A........(5) RAP6257 Elevator Constructor 35B........(5) RAP6258 Elevator Constructor 35C........(5) RAP6259 Elevator Constructor 35D........(5)
RAP4120 Floorcovering Installer 15.........(5)	RAP5120 Floorcovering Installer 25A......(5) RAP5121 Floorcovering Installer 25B......(5) RAP5122 Floorcovering Installer 25C......(5)	RAP6120 Floorcovering Installer 35A.....(5) RAP6121 Floorcovering Installer 35B.....(5) RAP6122 Floorcovering Installer 35C.....(5) RAP6123 Floorcovering Installer 35D.....(5)
RAP4124 Gasfitter—First Class 15...........(5)	RAP5124 Gasfitter—First Class 25A ....(5) RAP5125 Gasfitter—First Class 25B........(5) RAP5126 Gasfitter—First Class 25C........(5)	RAP6124 Gasfitter—First Class 35A ......(5) RAP6125 Gasfitter—First Class 35B.......(5) RAP6126 Gasfitter—First Class 35C.......(5) RAP6127 Gasfitter—First Class 35D ......(5)
RAP4128 Glazier 15 ....(5)	RAP5128 Glazier 25A ....(5) RAP5129 Glazier 25B ....(5) RAP5130 Glazier 25C ....(5)	RAP6128 Glazier 35A ....(5) RAP6129 Glazier 35B ....(5) RAP6130 Glazier 35C ....(5) RAP6131 Glazier 35D...........................(5)
RAP1853 Hairstylist 15...........................(5)	RAP2853 Hairstylist 25A ....(5) RAP2854 Hairstylist 25B........................(5) RAP2855 Hairstylist 25C........................(5)	RAP3853 Hairstylist 35A ....(5) RAP3854 Hairstylist 35B........................(5) RAP3855 Hairstylist 35C........................(5) RAP3856 Hairstylist 35D ....(5)
RAP1988 Heavy Equipment Technician 15 ....(5)	RAP2988 Heavy Equipment Technician 25A ....(5) RAP2989 Heavy Equipment Technician 25B ....(5) RAP2990 Heavy Equipment Technician 25C ....(5)	RAP3988 Heavy Equipment Technician 35A ....(5) RAP3989 Heavy Equipment Technician 35B ....(5) RAP3990 Heavy Equipment Technician 35C ....(5) RAP3991 Heavy Equipment Technician 35D ....(5)
RAP4132 Instrument Technician 15 ....(5)	RAP5132 Instrument Technician 25A ......(5) RAP5133 Instrument Technician 25B.......(5) RAP5134 Instrument Technician 25C.......(5)	RAP6132 Instrument Technician 35A .....(5) RAP6133 Instrument Technician 35B......(5) RAP6134 Instrument Technician 35C......(5) RAP6135 Instrument Technician 35D .....(5)
RAP4136 Insulator 15..............................(5)	RAP5136 Insulator 25A...........................(5) RAP5137 Insulator 25B...........................(5) RAP5138 Insulator 25C...........................(5)	RAP6136 Insulator 35A...........................(5) RAP6137 Insulator 35B...........................(5) RAP6138 Insulator 35C...........................(5) RAP6139 Insulator 35D...........................(5)
RAP4188 Ironworker 15 ....(5)	RAP5188 Ironworker 25A.......................(5) RAP5189 Ironworker 25B.......................(5) RAP5190 Ironworker 25C.......................(5)	RAP6188 Ironworker 35A.......................(5) RAP6189 Ironworker 35B.......................(5) RAP6190 Ironworker 35C.......................(5) RAP6191 Ironworker 35D.......................(5)
RAP4192 Landscape Gardener 15.............(5)	RAP5192 Landscape Gardener 25A ....(5) RAP5193 Landscape Gardener 25B..........(5) RAP5194 Landscape Gardener 25C..........(5)	RAP6192 Landscape Gardener 35A ....(5) RAP6193 Landscape Gardener 35B.........(5) RAP6194 Landscape Gardener 35C.........(5) RAP6195 Landscape Gardener 35D ....(5)
RAP4196 Lather-Interior Systems Mechanic 15 ....(5)	RAP5196 Lather-Interior Systems Mechanic 25A ....(5) RAP5197 Lather-Interior Systems Mechanic 25B ....(5) RAP5198 Lather-Interior Systems Mechanic 25C ....(5)	RAP6196 Lather-Interior Systems Mechanic 35A ....(5) RAP6197 Lather-Interior Systems Mechanic 35B ....(5) RAP6198 Lather-Interior Systems Mechanic 35C ....(5) RAP6199 Lather-Interior Systems Mechanic 35D ....(5)

(continued)

Grade 10	Grade 11	Grade 12

REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)

Grade 10	Grade 11	Grade 12
RAP4260 Locksmith 15 ....(5)	RAP5260 Locksmith 25A.........(5) RAP5261 Locksmith 25B.........(5) RAP5262 Locksmith 25C.........(5)	RAP6260 Locksmith 35A.........(5) RAP6261 Locksmith 35B.........(5) RAP6262 Locksmith 35C.........(5) RAP6263 Locksmith 35D.........(5)
RAP4140 Machinist 15 ....(5)	RAP5140 Machinist 25A.........(5) RAP5141 Machinist 25B.........(5) RAP5142 Machinist 25C.........(5)	RAP6140 Machinist 35A.........(5) RAP6141 Machinist 35B.........(5) RAP6142 Machinist 35C.........(5) RAP6143 Machinist 35D.........(5)
RAP4144 Millwright 15.............(5)	RAP5144 Millwright 25A.........(5) RAP5145 Millwright 25B.........(5) RAP5146 Millwright 25C.........(5)	RAP6144 Millwright 35A.........(5) RAP6145 Millwright 35B.........(5) RAP6146 Millwright 35C.........(5) RAP6147 Millwright 35D.........(5)
RAP1646 Motorcycle Mechanic 15 ....(5)	RAP2646 Motorcycle Mechanic 25A ....(5) RAP2647 Motorcycle Mechanic 25B ....(5) RAP2648 Motorcycle Mechanic 25C ....(5)	RAP3646 Motorcycle Mechanic 35A ......(5) RAP3647 Motorcycle Mechanic 35B ......(5) RAP3648 Motorcycle Mechanic 35C ......(5) RAP3649 Motorcycle Mechanic 35D ......(5)
RAP4284 Outdoor Power Equipment Technician 15.............(5)	RAP5284 Outdoor Power Equipment Technician 25A ......(5) RAP5285 Outdoor Power Equipment Technician 25B.........(5) RAP5286 Outdoor Power Equipment Technician 25C.........(5)	RAP6284 Outdoor Power Equipment Technician 35A .....(5) RAP6285 Outdoor Power Equipment Technician 35B.........(5) RAP6286 Outdoor Power Equipment Technician 35C.........(5) RAP6287 Outdoor Power Equipment Technician 35D ......(5)
RAP4148 Painter and Decorator 15...........(5)	RAP5148 Painter and Decorator 25A ....(5) RAP5149 Painter and Decorator 25B........(5) RAP5150 Painter and Decorator 25C........(5)	RAP6148 Painter and Decorator 35A ......(5) RAP6149 Painter and Decorator 35B........(5) RAP6150 Painter and Decorator 35C.......(5) RAP6151 Painter and Decorator 35D ......(5)
RAP1655 Parts Technician 15 ❶..............(5)	RAP2655 Parts Technician 25A ❶ ....(5) RAP2656 Parts Technician 25B ❶...........(5) RAP2657 Parts Technician 25C ❶...........(5)	RAP3655 Parts Technician 35A ❶ ....(5) RAP3656 Parts Technician 35B ❶..........(5) RAP3657 Parts Technician 35C ❶.........(5) RAP3658 Parts Technician 35D ❶ ....(5)
RAP4152 Plumber 15.............(5)	RAP5152 Plumber 25A.............(5) RAP5153 Plumber 25B.............(5) RAP5154 Plumber 25C.............(5)	RAP6152 Plumber 35A.............(5) RAP6153 Plumber 35B.............(5) RAP6154 Plumber 35C.............(5) RAP6155 Plumber 35D.............(5)
RAP4204 Power Lineman 15 ....(5)	RAP5204 Power Lineman 25A.................(5) RAP5205 Power Lineman 25B.................(5) RAP5206 Power Lineman 25C.................(5)	RAP6204 Power Lineman 35A...............(5) RAP6205 Power Lineman 35B...............(5) RAP6206 Power Lineman 35C...............(5) RAP6207 Power Lineman 35D...............(5)
RAP4208 Power System Electrician 15.............(5)	RAP5208 Power System Electrician 25A.........(5) RAP5209 Power System Electrician 25B.........(5) RAP5210 Power System Electrician 25C.........(5)	RAP6208 Power System Electrician 35A.........(5) RAP6209 Power System Electrician 35B.........(5) RAP6210 Power System Electrician 35C.........(5) RAP6211 Power System Electrician 35D.........(5)

❶ Formerly Partsman.

(continued)

Grade 10	Grade 11	Grade 12

REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)

Grade 10	Grade 11	Grade 12
RAP4280 Recreation Vehicle Service Technician 15 ....(5)	RAP5280 Recreation Vehicle Service Technician 25A ....(5) RAP5281 Recreation Vehicle Service Technician 25B ....(5) RAP5282 Recreation Vehicle Service Technician 25C ....(5)	RAP6280 Recreation Vehicle Service Technician 35A ....(5) RAP6281 Recreation Vehicle Service Technician 35B ....(5) RAP6282 Recreation Vehicle Service Technician 35C ....(5) RAP6283 Recreation Vehicle Service Technician 35D ....(5)
RAP4156 Refrigeration and Air Conditioning Mechanic 15 ....(5)	RAP5156 Refrigeration and Air Conditioning Mechanic 25A .... (5) RAP5157 Refrigeration and Air Conditioning Mechanic 25B .... (5) RAP5158 Refrigeration and Air Conditioning Mechanic 25C .... (5)	RAP6156 Refrigeration and Air Conditioning Mechanic 35A ....(5) RAP6157 Refrigeration and Air Conditioning Mechanic 35B ....(5) RAP6158 Refrigeration and Air Conditioning Mechanic 35C ....(5) RAP6159 Refrigeration and Air Conditioning Mechanic 35D ....(5)
RAP4300 Rig Technician 15.....................(5)	RAP5300 Rig Technician 25A ....(5) RAP5301 Rig Technician 25B.................(5) RAP5302 Rig Technician 25C.................(5)	RAP6300 Rig Technician 35A ....(5) RAP6301 Rig Technician 35B.................(5) RAP6302 Rig Technician 35C.................(5) RAP6303 Rig Technician 35D ....(5)
RAP4224 Roofer 15.................................(5)	RAP5224 Roofer 25A ....(5) RAP5225 Roofer 25B.............................(5) RAP5226 Roofer 25C.............................(5)	RAP6224 Roofer 35A ....(5) RAP6225 Roofer 35B.............................(5) RAP6226 Roofer 35C.............................(5) RAP6227 Roofer 35D ....(5)
RAP4228 Sawfiler 15 ....(5)	RAP5228 Sawfiler 25A ....(5) RAP5229 Sawfiler 25B ....(5) RAP5230 Sawfiler 25C ....(5)	RAP6228 Sawfiler 35A ....(5) RAP6229 Sawfiler 35B ....(5) RAP6230 Sawfiler 35C ....(5) RAP6231 Sawfiler 35D ....(5)
RAP4232 Sheet Metal Worker 15.............(5)	RAP5232 Sheet Metal Worker 25A..........(5) RAP5233 Sheet Metal Worker 25B..........(5) RAP5234 Sheet Metal Worker 25C..........(5)	RAP6232 Sheet Metal Worker 35A..........(5) RAP6233 Sheet Metal Worker 35B..........(5) RAP6234 Sheet Metal Worker 35C..........(5) RAP6235 Sheet Metal Worker 35D..........(5)
RAP4236 Sprinkler Systems Installer 15...............................(5)	RAP5236 Sprinkler Systems Installer 25A.............................(5) RAP5237 Sprinkler Systems Installer 25B.............................(5) RAP5238 Sprinkler Systems Installer 25C.............................(5)	RAP6236 Sprinkler Systems Installer 35A.............................(5) RAP6237 Sprinkler Systems Installer 35B.............................(5) RAP6238 Sprinkler Systems Installer 35C.............................(5) RAP6239 Sprinkler Systems Installer 35D.............................(5)
RAP4160 Steamfitter–Pipefitter 15 ....(5)	RAP5160 Steamfitter–Pipefitter 25A .... (5) RAP5161 Steamfitter–Pipefitter 25B........ (5) RAP5162 Steamfitter–Pipefitter 25C........ (5)	RAP6160 Steamfitter–Pipefitter 35A ....(5) RAP6161 Steamfitter–Pipefitter 35B........(5) RAP6162 Steamfitter–Pipefitter 35C ....(5) RAP6163 Steamfitter–Pipefitter 35D ....(5)
RAP4240 Structural Steel and Plate Fitter 15...........................(5)	RAP5240 Structural Steel and Plate Fitter 25A ....(5) RAP5241 Structural Steel and Plate Fitter 25B ....(5) RAP5242 Structural Steel and Plate Fitter 25C ....(5)	RAP6240 Structural Steel and Plate Fitter 35A ....(5) RAP6241 Structural Steel and Plate Fitter 35B ....(5) RAP6242 Structural Steel and Plate Fitter 35C ....(5) RAP6243 Structural Steel and Plate Fitter 35D ....(5)
RAP4244 Tilesetter 15..............................(5)	RAP5244 Tilesetter 25A..........................(5) RAP5245 Tilesetter 25B..........................(5) RAP5246 Tilesetter 25C..........................(5)	RAP6244 Tilesetter 35A..........................(5) RAP6245 Tilesetter 35B..........................(5) RAP6246 Tilesetter 35C..........................(5) RAP6247 Tilesetter 35D..........................(5)

(continued)

Grade 10	**Grade 11**	**Grade 12**

REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)

Grade 10	Grade 11	Grade 12
RAP4248 Tool and Die Maker 15 .... (5)	RAP5248 Tool and Die Maker 25A ....(5) RAP5249 Tool and Die Maker 25B...........(5) RAP5250 Tool and Die Maker 25C...........(5)	RAP6248 Tool and Die Maker 35A ....(5) RAP6249 Tool and Die Maker 35B..........(5) RAP6250 Tool and Die Maker 35C..........(5) RAP6251 Tool and Die Maker 35D ....(5)

RAP4252 Transport Refrigeration
            Technician 15 ❶ .... (5)
	RAP5252 Transport Refrigeration
	            Technician 25A ❶ ....(5)
	RAP5253 Transport Refrigeration
	            Technician 25B ❶ ....(5)
	RAP5254 Transport Refrigeration
	            Technician 25C ❶ ....(5)
		RAP6252 Transport Refrigeration
		            Technician 35A ❶ ....(5)
		RAP6253 Transport Refrigeration
		            Technician 35B ❶ ....(5)
		RAP6254 Transport Refrigeration
		            Technician 35C ❶ ....(5)
		RAP6255 Transport Refrigeration
		            Technician 35D ❶ ....(5)

RAP1641 Water Well Driller 15............... (5)	RAP2641 Water Well Driller 25A.............(5) RAP2642 Water Well Driller 25B.............(5) RAP2643 Water Well Driller 25C.............(5)	RAP3641 Water Well Driller 35A............(5) RAP3642 Water Well Driller 35B............(5) RAP3643 Water Well Driller 35C............(5) RAP3644 Water Well Driller 35D............(5)
RAP1663 Welder 15................................ (5)	RAP2663 Welder 25A.............................(5) RAP2664 Welder 25B.............................(5) RAP2665 Welder 25C.............................(5)	RAP3663 Welder 35A.............................(5) RAP3664 Welder 35B.............................(5) RAP3665 Welder 35C.............................(5) RAP3666 Welder 35D.............................(5)

❶ Formerly Transport Refrigeration Mechanic.

Appendix 3:
Course Challenge

School authorities are required to act in accordance with Appendix 3.

Course challenge is a provision that allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course. This provision allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

Definitions

Assessment refers to the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of his or her work are evaluated by a certificated teacher who has expertise in the subject/course in question.

Course refers to a course at any level in a course sequence.

Course sequence refers to a sequence of courses that together comprise a complete set of prerequisites; e.g., French Language Arts 10-1, 20-1, 30-1.

Summative evaluation means the final evaluation of learning outcomes.

Diploma Examination Courses

The course challenge provision applies to non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.

Credit in diploma examination courses can be achieved only through a combination of the school-awarded mark (50%) and the diploma examination mark (50%). Course challenge in diploma examination courses applies only to the school-awarded mark component of the course and, therefore, will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

Français 30-1, 30-2

Senior high school students whose parents have rights under section 23 of the *Canadian Charter of Rights and Freedoms* and who are currently attending a school other than one administered by a Francophone Regional authority may challenge Français 30-1 or 30-2 by first registering with the nearest Francophone Regional authority for the course. All other procedures as detailed in this Appendix apply.

Exceptions

Since the course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course, they would not be able to challenge courses that do not have specifically defined content in the program of studies.

The following courses are excluded from the challenge provision:

- all RAP courses
- CTS courses completed in grades 7, 8 and 9
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

Students

Any senior high school student in Alberta who believes that he or she possesses the knowledge, skills and attitudes for a senior high school course as specified in the program of studies and is ready to demonstrate that achievement through a formal, summative assessment process may initiate a request for course challenge to his or her high school principal (or designate). For diploma examination courses, this applies only to the school-awarded mark component.

The student who initiates the course challenge process shall take responsibility for providing evidence of readiness to challenge a course; e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher.

A student may not initiate a course challenge for a course in a lower-level sequence if the student has already completed a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24; however, a student who has been waived to a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.

For clarity regarding French language course sequences related to a course challenge, see the Courses Eligible for Retroactive Credits chart in the Awarding Course Credits section.

A student who successfully completes a course challenge of the school-awarded mark component of a diploma examination course must write the diploma examination to be eligible for a final course mark and credit in that course.

A student who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course.

High School Principal

- Course challenges shall be administered by the senior high school according to its policy only after the student is enrolled in the senior high school.

- A student's readiness for course challenge shall be determined through consultation that includes the senior high school principal, student, parent(s) and the teacher of the course. The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course and the student's apparent capacity to handle successfully the course at the next level.

- The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, parent(s) and the teacher of the course.

- The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course.★

- The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course, as outlined in the program of studies, in a timely and practical manner.

Marks, Credits and Reporting

- The senior high school principal shall report a student's achievement in a course challenge according to the requirements in Reporting Student Achievement in Senior High School Courses in the Student Assessment in Senior High School section.

★ Heritage Language Schools should contact the Curriculum Sector – Arts, Communications and Citizenship for guidelines in the administration of the course challenge provision.

- A student who successfully demonstrates through the course challenge process that he or she possesses the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.

- Upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" for pass for courses lower in the course sequence shall be reported by the principal. A course challenge is to be reported to Learner Records and Data Exchange upon completion.

- If a student chooses to take the course in the same semester in which he or she attempts a course challenge, either successfully or unsuccessfully, the school shall submit both marks and the higher mark will appear on the student's transcript.

- A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise his or her mark, the student is required to take the course.

School Authorities

- Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.

- Each school authority shall establish procedures to communicate to parents and students the availability of, and procedures for, course challenges.

- A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, other than for those exceptions noted at the beginning of this appendix. Also see the Awarding Course Credits section.

- A school authority may choose to accommodate requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment; e.g., personal transportation.

Funding

- Consult the *Funding Manual for School Authorities* for funding information related to the course challenge provision.

Appendix 4: Alberta High School Diploma Requirements Prior to 1994–1995

General High School Diploma Requirements	1987–1988 and prior	1988–1989	1989–1990 through 1993–1994
Core			
English Language Arts/Français	15	15	15
Social Studies/Études sociales	10	15	15
Mathematics/Mathématiques	5	5	8
Science/Sciences	3	6	8
Career and Life Management/ Carrière et vie	–	3	3
Physical Education/Éducation physique	2	3	3
Additional Requirements 10 additional Grade 12-level credits in addition to any Grade 12 English Language Arts and Social Studies credits	10★	10	10
Specified Credits	45	57	62
Unspecified Credits	55	43	38
Minimum Credit Requirement	100	100	100

★ Social Studies 30 or 33 could be used as five additional 30-level credits for 1987–1988 and for the prior time frame.

Advanced High School Diploma Requirements	1987–1988 and prior	1988–1989 through 1991–1992	1991–1992 through 1993–1994
Core			
English Language Arts/Français	15	15	15
Social Studies/Études sociales	15	15	15
Mathematics/Mathématiques	15	15	15
Science/Sciences	11	11	15
Career and Life Management/ Carrière et vie	–	3	3
Physical Education/Éducation physique	2	3	3
Complementary Category C★★	–	10	10
Specified Credits	58	72	76
Unspecified Credits	42	28	24
Minimum Credit Requirement	100	100	100

★★**Category C** – Complementary Courses.

A Second Languages

English 10–20–30❶
French 10–20–30
French 10S–20S–30S
French 10N–20N–30N
French Language Arts 10–20–30
German 10–20–30–31
Italian 10–20–30
Latin 10–20–30
Spanish 10–20–30
Ukrainian 10–20–30
Ukrainian 10S–20S–30S
Ukrainian Language Arts 10–20–30

B Fine Arts

Art 10–20–30
Art 11–21–31
Drama 10–20–30
Music 10–20–30
Music 11–21–31
Music 12

C Business Education

Accounting 10–20–30
Basic Business 20–30
Business Calculations 20
Business Communications 20
Business Education 10–20–30
Computer Literacy 10
Computer Processing 10–20–30
Dicta Typing 20
Law 20–30
Marketing 20–30
Office Procedures 20–30
Record Keeping 10
Shorthand 20–30
Typewriting 10–20–30
Word Processing 30

D Home Economics

Clothing and Textiles 10–20–30
Food Studies 10–20–30
Personal Living Skills 10–20–30

E Industrial Education

Auto Body 12–22–32
Automotives 22–32
Beauty Culture 12–22–32
Building Construction 12–22–32
Drafting 10–20
Drafting 12–22–32
Electricity 22–32
Electricity–Electronics 12
Electronics 22–32
Food Preparation 12–22–32
Graphic Arts 22–32
Health Services 12–22–32
Horticulture 12–22–32
Industrial Education 10–20–30
Machine Shop 12–22–32
Mechanics 12
Piping 12–22–32
Production Science 30
Related Mechanics 22–32
Sheet Metal 12–22–32
Visual Communications 12–22–32
Welding 12–22–32

F Physical Education

Physical Education 10–20–30

❶ Students in Francophone programs may present Français 30 as the Category A diploma requirement. For these students, the Category C requirement is English 10–20–30. French immersion students may apply French Language Arts 10–20–30 toward the Category C requirement.

Appendix 5:
Certificate of Achievement

The Certificate of Achievement can be obtained by students who were enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006.

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits ❶
English Language Arts ❷	8/9	2/3	Eng Lang Arts 16 (3) 26 (3) 36 (3) ❸ OR Eng Lang Arts 16 (3) 26 (3) and 20-2 (5) OR Eng Lang Arts 16 (3) and 20-2 (5)
Social Studies	5/6	1/2	Social Studies 16 (3) 26 (3) or 10-4 (5) 20-4 (5) OR Social Studies 13 (5) or 10-2 (5) OR Social Studies 16 (3) 23 (5) or 10-4 (5) 20-2 (5)
Mathematics	3	1	Mathematics 10-4 (3) OR Mathematics 10-3 Mathematics 14 (5) OR Mathematics Preparation 10 (3, 5)
Science	3	1	Science 16 (3) OR Science 14 (5)
Physical Education	3	1	Physical Education 10 (3, 4, 5)
Career and Life Management	3	1	CALM (3) ❹
Core Courses	25/27 ❺		

Courses selected from the Occupational Clusters ❻❼
 	
• Agribusiness
• Business and Office Operations
• Construction and Fabrication
• Creative Arts
• Natural Resources
• Personal and Public Services
• Tourism and Hospitality
• Transportation
	40	2
		
		2
		
		1
			Occupational courses
			16 or 10-4 level
			  – recommended minimum of 10 credits
			
			26 or 20-4 level
			  – recommended minimum of 20 credits
			
			36 or 30-4 level
			  – required minimum of 10 credits

	65/67 Specified Credits ❺		13/15 Unspecified Credits ❺

❶ Credits are indicated in parentheses.
❷ To be considered for a Certificate of Achievement, a student must successfully complete the English language arts requirements.
❸ Francophone students in IOP must take Français 10-4 (5), Français 20-4 (5) and Français 30-4 (5), in addition to the English language arts courses indicated above.
❹ See information on exemption from the CALM requirement.
❺ Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.
❻ One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma program to meet the 10-credit requirements.
❼ Students may meet the 40-credit occupational course requirement by completing:
  • IOP occupational courses from among the clusters listed above, AND/OR
  • 40 credits in CTS courses including 10 credits in advanced-level courses, AND/OR
  • 40 credits in RAP including two 35-level RAP courses, AND/OR
  • 40 credits in any combination of any level IOP occupational courses, RAP courses and two 30-level Green Certificate courses in any specialization, AND/OR
  • any 40-credit combination of IOP occupational courses, CTS courses, RAP courses or Green Certificate courses that include a minimum of 10 credits in 35-level RAP courses or 36-level occupational courses or ten advanced-level CTS courses.

Appendix 6: Sample Notice and Student Exemption Forms: *Human Rights Act*, Section 11.1

NOTICE FORM UNDER SECTION 11.1 OF THE *ALBERTA HUMAN RIGHTS ACT*

Date: _____

Dear Parent/Guardian:

Your child is currently enrolled in a course or program of studies that [circle one]:

a) includes subject matter that deals primarily and explicitly with _____
   [specify religion, human sexuality or sexual orientation]; or
b) uses an instructional material or exercise that includes subject matter that deals primarily and explicitly
   with _____ [specify religion, human sexuality or sexual orientation].

The subject matter is contained in the following areas:

_____
_____

[identify the theme/outcome of the course or program of studies, the exercise or the instructional material that
contains the subject matter].

The purpose for the inclusion of this subject matter in the course or program of studies is:

_____
_____

[identify the learning outcome associated with the identified subject matter].

Instruction involving the subject matter will be provided on _____
[specify date and time].

Pursuant to section 11.1(2) of the *Human Rights Act*, you as a parent/guardian may request that your child be
excluded from the above-identified instruction, without academic penalty, by having your child either:

a) leave the classroom or place where the instruction is taking place or where the instructional material is
   being used for the duration of that part of the instruction; or
b) remain in the classroom or place where the instruction is taking place without taking part in the
   instruction or use of instructional material.

**In order to exercise this option, you must sign and return the attached exemption form to
_____ [specify individual] on or before the date of the instruction indicated
above. If this form is not returned before that date, your child will be included in the instruction above.**

If you would like additional information about the content of this notification, please contact

_____ [specify individual].

_____ [identify Principal/Teacher and school board]

STUDENT EXEMPTION UNDER SECTION 11.1 OF THE *ALBERTA HUMAN RIGHTS ACT*

TO: Principal/Teacher of _____ [identify school], of
_____ [identify school board].

In response to the notice provided to me by the Board of Trustees of _____
_____ [name of school board] dated _____ [date of notice]
indicating that a course or program of studies in which my child is enrolled, or an instructional material or
exercise used in a course or program of studies in which my child is enrolled, includes subject matter that deals
primarily and explicitly with _____ _____[specify religion,
human sexuality or sexual orientation], I, _____ [name of
parent/legal guardian], in accordance with section 11.1(2) of the *Human Rights Act*, hereby request that my child,
_____ [name of child] be excluded from the instruction, exercise or the
use of instructional material identified in the notice.

I request that my child: (*check relevant box*)

☐ A) Leave the classroom or place where the instruction is taking place or where the instructional material
        is being used for the duration of that part of the instruction.

     OR

☐ B) Remain in the classroom or place where the instruction is taking place without taking part in the
        instruction or use of instructional material.

I confirm that I am the legal guardian of _____ [name of child]
and have chosen to exercise my option to have my child excluded from the instruction described in the notice
from _____ School [name of school] on the dates indicated in the
notice. I also confirm that it is my obligation to ensure that this form is returned to the school principal/teacher on
or before the date of the instruction indicated in the notice.

The child to which this exemption notice applies is: _____ [name of child]
Grade: _____

_____   _____
Parent/Legal Guardian   Date

_____   _____
Independent Student   Date